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By

Patricia A. Holloway

May, 2011

TEACHER ABSENTEEISM

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership

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ABSTRACT

The purpose of this study is to analyze selected factors that affect the absenteeism of secondary public school teachers. The literature suggests several possible variables are related to absenteeism. The most prominent variables identified were demographic factors, job satisfaction, and organizational climate. Teacher absenteeism is an important financial and educational issue for districts as it potentially impacts financial conditions, work place morale, student truancy, and student achievement (Bowers, 2001; Rosenblatt & Shirom, 2004; Woods & Montagno, 1997). The three research questions to be examined are: *Question I. What are the characteristics of why teachers are absent? Question II. What are the study district's financial costs associated with teacher absenteeism? Question III. What are the differences in teacher absenteeism by core content areas (English, math, science, and social studies) taught at the high school level (9-12)?*

The sample for this study was high school teachers in grades nine through twelve in large suburban southwestern school district in the Houston area. There are eleven high schools with 1,414 full-time teachers employed. The research design used a of Likert scale on-line survey "Teacher Absenteeism" from the participants and archival data from the study district. The survey data uses descriptive statistics.

Additionally, archival data from the study district determined expenditures for hiring substitutes, training of substitutes, and staff to support substitutes and financial implications for school districts budgets. In the 2009-2010 school year the cost of substitutes in the study district cost was \$4,300,000. The administrative cost each year starting with 2008, 2009, and ending in 2010, averages \$158,000 per year with an average administrative cost per campus of \$2,164 each school year.

The study school district was asked to provide teacher archival attendance data for the entire district as well as by grade level (9–12) in English, math, science, and social studies for comparisons. The study explored district wide teacher absences by month and by year, and compared the results to the years preceding and the following school years. The study high schools days of absence (n = 4,231) for 2010 compared to the study district's days of absence (n = 39,552.5) accounts for 11% of the number of days teachers took in the year. The study high schools in 2010 reduced their days of absence (n = 4231) by 64% from 2009 (n = 11,796). The change may be associated with the a Reduction in Force that occurred in 2010. The district implemented an attendance policy each employee signed two weeks before the end of the school year displaying the numbers of

absence. The results for the study show February, April, May, October, and November as having the highest number of teacher absences for the years of 2008-2010.

The examination into the perceptions of teachers has important educational implications for all teachers and educational leaders. The study advances our understandings of the financial implications teacher absenteeism places, on budgets, and resources. The findings provide insight into the extent that money spent on substitutes could be placed back into classrooms or add teaching positions in schools. The study advances our knowledge and understandings of teacher absenteeism by core subject areas (English, math, science, and social studies) in the high school (9-12) and its potential for determining patterns of absenteeism by departmental core content areas.

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Chapter One

Introduction

Teacher absenteeism is an important financial and educational issue for districts as it potentially impacts financial conditions, work place morale, student truancy, and student achievement (Bowers, 2001; Rosenblatt & Shirom, 2004; Woods & Montagno, 1997). Attendance has been an issue for students and teachers across America since the United States government started collecting statistical data in 1870 (Bamber, 1979). Teachers are considered the most vital element to the school and are hard to replace with substitutes (Woods & Montagno, 1997). Teachers provide instruction and continuity, which is vital to student success (Bowers, 2001; Woods & Montagno, 1997).

Absence, as defined by Harrison and Price (2003), is the lack of physical presence at a behavior setting when and where one is expected to be (Shapira-Lishchinsky & Rosenblatt, 2008). Shapira-Lishchinsky and Roseblatt (2008) studied teacher absences because of its potential effects on the school setting. In Ehrenberg et al. (1989) and Imants and Van Zolen (1995), the researchers concluded that teacher absences reduce student motivation to attend school and potentially leads to an increase in student absenteeism (Shapira-Lishchinsky & Rosenblatt, 2008).

Overview of the Problem

Teachers are given time off in their contracts for sick leave or personal leave (Miller, 2008; Miller et al., 2007). Many teachers believe, "I have the days, why not take them?" If the leave time is not used, it is "lost." Public school teachers are typically granted ten days a year of sick or personal leave. Teacher absence is a matter of

discretion in more than half the overall absences taken in a school year (Miller, 2008; Miller et al., 2007). A sick child, vacation, mental health break, and personal business account for more than half the reasons teachers are absent from school (Bowers, 2001; Miller, 2008; Miller et al., 2007; Rosenblatt & Shirom, 2004). When teachers are absent, do they consider the negative effects their absence may have on their students? However, according to Bowers (2001), however, everyone needs a break so that they do not overload themselves and end up taking more time than just an occasional day or two.

According to the superintendent of a large suburban southwestern school district in the Houston area, teacher absenteeism disrupts the routines and relationships that support learning. Teachers have to re-teach lessons or reallocate instructional time to review classroom rules and procedures upon returning from an absence (Superintendent, 2010). The superintendent (2010) also reported that not only loss of quality instruction occurs when a teacher is absent, but the use of substitutes takes away valuable dollars that could be spent in the classroom.

Definitions

Absenteeism. Absence as defined by Harrison and Price (2003), is the lack of physical presence at a behavior setting when and where one is expected to be (Shapira-Lishchinsky & Rosenblatt, 2008). Absenteeism is the temporary, voluntary withdrawal from work (Bridges, 1980).

Local leave. Leave granted by the employing local school district. A school's district board decides the number of days granted for local leave. Local leave days can be taken

for personal or family illness, death of a relative, medical leave, family medical leave, and for the contribution to a sick leave bank (Alief, 2010).

Personal State Leave. Leave is granted by the state. The state decides the number of days granted for state personal leave. Personal leave granted in the state of Texas is five days per school year. State personal days can be taken for personal or family illness, medical or family medical leave, death of a relative or discretionary personal leave (Alief, 2010). Discretionary personal leave requires permission from the principal or supervisor. In Texas, an employee may transfer any unused personal state leave to any public school district in the state of Texas. Fifty state personal days may also be accumulated in Texas to earn one year of service credit at retirement.

Average Daily Attendance. According to Texas state law, a student must be in attendance for 90 percent of the days on the approved school calendar to receive credit for the school year (Houston, 2010).

Discretionary Absences. Absences classified as discretionary allows very little, if any, advance planning (Miller et al., 2007). Discretionary means the absence is at the decision of the teacher and it is voluntary. Two examples of discretionary leave are vacation and mental health day.

Non Discretionary. Absences classified as non-voluntary or emergency type leave. This type of leave cannot be scheduled in advance (Miller et al., 2007). Non-discretionary absences will be defined as absences over which the teacher does not have control. Examples of non-voluntary absences are sickness, family events such as weddings, and funerals (Shapira-Lishchinsky & Rosenblatt, 2008).

Chapter Two

Review of the Literature

Reasons People Work

Why do people work? What makes people work hard? How do we define, implement, and sustain outstanding work? Work can consume between 30 and 80 percent of a person's day (English, 1992). Work can be defined by money and has been the primary compensation source for hundreds of years, thus driving our money-centered economy. A money economy translates to value and the level or quality of work performed is often defined by how much money one receives for their work. People are generally paid through wages or salary and options. Wages refers to payment to employees who work for an hourly wage. Salary usually refers to a set payment for work made weekly or monthly regardless of the number of hours. Compensation refers to an entire package which may include benefits that may take the form of money, health insurance benefits, retirement contributions, or non-financial rewards a person may receive by working for a certain organization.

Through the idea of compensation as motivation to work comes the concept of equity. Equity, according to English (1992), means fairness. Adams (1963) theorized that people in an organization constantly monitor the relationship of equity and pay in the workplace. Adams also discussed the implementation of distributive justice as the central point of the monitoring relationship between equity and pay. Distributive justice, as defined by Wallace and Fay (1988, p. 15), states that "the proportionate relation between outcomes and inputs is equal for all persons in the relationship." Cuberley (1929) stated

that teachers are compensated using a single salary schedule plan that recognizes experience and training, rather than position, effort or success to determine compensation. According to English (1992), the single salary scale is still the prevalent model throughout the United States used for teacher compensation.

Work can be viewed as a social experience (English, 1992). People who work in a profession often view work socially because work is mainly characterized by recognition, cooperation and rewards. People are at work with other people who they can socialize with while working. Work is a networking opportunity for people outside their home and family life.

People's motivation for working is explained by Rhodes and Ogawa (1992) through the expectancy theory, job characteristics model, and goal theory. Expectancy theory links outcomes, perceptions of possession of behaviors likely to lead to outcomes, and the likelihood of achieving the behavior outcome after a particular level of effort is made. The job characteristics model is associated with job meaningfulness. Job meaningfulness is characterized by skill variety, task identity, and task significance. Goal theory is described as goals that are specific and attainable to an individual. Goals that are not attainable or too broad do not motivate people to work, but instead are overwhelming and decreases the desire to work. Expectancy theory, job characteristics model, and goal theory focus on the conditions of the work, instead of the extrinsic rewards of work, as factors that affect motivation and productivity in the workplace.

Empowerment and efficacy are other reasons discussed by Rhodes and Ogawa (1992) as reasons to work. Empowerment refers to enabling people to act by providing

resources, information, and support. By providing people with resources, information, and support productivity increases and allows for a greater desire to work. Kanter (1983) stated that empowerment means enabling people to act and it is important to create environments that stimulate people to act. He suggests that providing rewards that entice people to perform before the fact, instead of after, is one form of empowerment. Efficacy is concerned with the ability of people to perceive that they can perform the work successfully. This type of motivation to work is internal and affects job performance (Rhodes & Ogawa, 1992). According to several researchers (Armor et al., 1976; Ashton and Webb, 1986; Gibson and Dembo, 1984), teacher efficacy has been linked empirically to student achievement scores and to behavioral differences between high- and low- efficacy teachers (Rhodes & Ogawa, 1992).

In order for self-efficacy to be a motivator for people to work, the individual has to have a strong belief that they possess the competencies and skills to complete the work (Evans, 1989). According to Bandura (1989) a person must possess self-efficacy in their ability to perform the work successfully in order for efficacy to be a motivator. Self-efficacy affects both motivation as well as the thinking process (Bandura, 1989). People engage in activities they know they can master and avoid activities they are unable to accomplish. Choices determine what skills will be cultivated and which will remain undeveloped. Self-efficacy will dictate what will motivate a person to work or not work, particularly if the person has a strong sense they are unable accomplish the work (Evans, 1989).

Herzberg's Motivation Theory

An individual's motivation to work can also be explained by Herzberg's Motivation-Hygiene Theory (Herzberg, 1966). Herzberg developed the concept of job enrichment as a method of motivating employees. He discovered that intrinsic rewards were more closely related to job performance for teachers than extrinsic rewards.

Herzberg's Motivation-Hygiene Theory has two distinct characteristics. The satisfaction portion of the theory accounts for the motivation characteristic. The hygiene portion is concerned with dissatisfaction of the job. The factors concerned with motivation are related to work content. Work content includes achievement, recognition, intrinsic interest in work itself, growth, and advancement (Frase, 1992).

Herzberg's (1966) hygiene factors explain job dissatisfaction. The factors are extrinsic to the work content and involve the relationship of the worker to the context of the work. Hygiene factors include company policy, administration, supervision, interpersonal relationships, working conditions, salary, status, and security. According to Herzberg's theory, in order to avoid job dissatisfaction, hygiene needs must be met. Frase (1992) states that it is important to know that hygiene needs must be satisfied for workers before other motivators can have a positive effect.

Numerous research studies have been conducted utilizing Herzberg's (1966) Motivation-Hygiene Theory with similar results. In a study conducted by Oxman and Michelli (1980), it was found that intrinsic factors affected satisfaction, but extrinsic factors resulted in dissatisfaction (Frase, 1992). According to researchers Lortie (1975) and Kottcamp, Provenzo, and Cohn (1986), teachers who believed that they had reached

students and caused them to learn found this more motivating than extrinsic rewards such as money and fringe benefits. A study conducted by Spuck (1974) found schools benefit from intrinsic rewards. School administrators in the study believed it was easier to recruit and retain teachers because the teachers regarded the schools as a place with high levels of pride in workmanship and high positive social interaction among staff members.

A study conducted by Feistritzer (1986) also supported the theory that intrinsic motivational factors were more important than extrinsic rewards to teachers. The teachers in the study ranked the following options as what was most important to them: (1) opportunity to use their minds and abilities, (2) chance to work with young people, (3) appreciation for a job well done, and (4) salary.

Frase (1992) conducted a study based on Motivation-Hygiene Theory to survey 38 teachers in grades K-8 on their perceptions of job enrichment and recognition after a program called Program for Excellence was introduced in the Catalina Foothills School District in Tucson, Arizona during the 1985-86 school year. The Program for Excellence rewarded teachers who demonstrated outstanding instructional abilities with students. A survey on the Program's effectiveness was conducted in September 1986. Results of the survey indicated that the teachers in the study preferred travel for staff development over money as a reward for teaching excellence. Results showed intrinsic motivation was more important than extrinsic motivation for teachers.

Absences and the Social Learning Theory

Albert Bandura's Social Learning Theory can be used as a conceptual frame work for discussing the importance of teacher attendance. An important aspect of Albert Bandura's social cognitive theory related to teacher attendance is observational learning.

“Most human behavior is learned by observation through modeling. By observing others, one forms rules of behavior, and on future occasions this coded information serves as a guide for action.” (Guskey, 2006),pg. xii)

According to Shapira-Lischinsky and Rosenblatt (2008), role modeling is reported as a principle which affects student discipline and character development, since students often model the behavior of the adults, particularly teachers in a school. According to the researchers, role modeling positively affected the students in learning the ethics of work and responsibility.

Financial Impact of Teacher Absence

According to *A Nation at Risk* (1983), teacher absenteeism is a major contributor to wasteful spending in school districts. When the ground breaking report was written, the financial impact of substitute teachers for the United States school districts was approximately \$4 billion annually including wages and administrative costs (Miller, 2008). Twenty years later, Guadine and Saks (2001) and the cost of absenteeism reported that \$40 billion per year was spent on substitute teachers. In a twenty year time frame the cost of replacing the absent teacher had increased 20 times in the United States.

According to the superintendent of a large suburban southwestern school district in the Houston area, quality instruction is lost when teacher absenteeism occurs, and the

use of substitutes takes away valuable dollars that could be spent in the classroom (Superintendent, 2010). The need for substitutes cost his district approximately \$4.3 million in the 2009- 2010 school year. The cost of the substitutes equates to approximately 40 full-time teaching positions or 80 full-time paraprofessional positions.

The superintendent (2010) stated that the district absenteeism rate has historically been above the national average and the current 2010-2011 school year seems to be continuing this trend. For example on Friday, September 24, 2010, the district spent \$20,400 on substitute teachers for absent teachers. For the first six week period of the 2010-2011 school year, the district spent a total of \$375,450 on substitutes.

West (2008) supported the statements of the superintendent. She believes that there are direct and indirect categorical costs of teacher absenteeism. These include salary for the absent employee, substitute costs and training time, teaching time, quality problems, and the costs of human resources coordination for replacing the absent teacher. Abeles (2009) also stated that indirect costs of teacher absenteeism include wasted education time which is a liability to the school as well as the confidence level of the organization.

General Characteristics of Teacher Absenteeism

In a large study of 56 school districts in Philadelphia in 1970, it was noted that teacher absences were a result of many facets with specific reasons. Bamber (1979) provided a list of reasons cited in the study for employees absences:

. . . urban transportation, women who take jobs for “luxury” money, alcohol and drug use, young hedonistic tendencies, marital and

family trouble, child care problems, extended holidays, and lack of interest in job. . . . staff morale, education program, salary scale, student attitudes, professional expectations and attitudes of teachers, administrative leadership, working conditions, emotional stress and strain, climate and weather, physical weakness and chronic illness and policies for supplemental remuneration. (p. 21)

Administrative policies could be responsible in part for the rising use of sick leave by school employees (Bamber, 1979). Twelve school districts in Nassau County, New York were studied and six out of the twelve reported 20% higher teacher absences due to limits on sick leave. Bamber (1970) Philadelphia study conducted on 56 districts and 12,000 teachers, there were 71,000 teacher absences per year. In 11 of the 56 districts, fewer teacher absences were associated with no limits put on the number of absences a teacher could use. Data from the other districts in the Philadelphia study indicated higher teacher absenteeism when teachers were required to submit “proof” of medical absences, teachers reported their absences through a telephone call in service, and the teachers were limited on number of days allowed for absences. In a New York City School District study conducted over a three year period from 1973-1976, teacher absences dropped from 5.7% to 4.9% after implementation of a plan that had other teachers cover absent teachers’ classrooms and the announcement that it is unprofessional to be absent and it could lead to dismissal if absences are excessive (Bamber, 1979).

A 1977 Chicago survey of 5,000 teachers conducted by the RMC Research Corporation revealed that job related stress was the main reason given to absences

(Bamber, 1979). The reasons noted for teacher absences included: “. . . physical assault, confrontations with colleagues and administrators, horrendous working conditions and various stress related physical illness such as colitis, hypertension, sleeplessness, and ulcers.”(p. 25) The Chicago survey revealed the most stressful reasons causing absence were involuntary transfer, disruptive students, poor job performance, threats to physical safety, and large class sizes. According to Bamber (1979), teacher attendance increases if teachers feel the environment in which they are teaching is safe and the students are receptive.

According to Rosenblatt and Shirom (2004), personal characteristics such as gender, number of children, age, education, and occupational characteristics such as seniority, position level and salary should be taken into account when considering reasons for teacher absenteeism. In Rosenblatt and Shirom's (2004) study, job scope and teaching load were found to contribute significantly to absenteeism. Personal characteristics that effect teacher attendance were age and education. A teacher was absent more if the teacher was less educated and younger than teachers with more years of experience.

In Miller et al. (2007), the researchers found that the rate of discretionary teacher absences is higher in schools with poor student attendance rates. Miller et al.'s (2007) results suggested tenured teachers take more absences than non-tenured teachers as tenured teachers took 3.7 more days of discretionary absences than non tenured teachers (Miller et al., 2007).

Shapira-Lischinsky and Rosenblatt (2008) categorized teacher absences as voluntary or non-voluntary. Voluntary absences were defined by whether or not they were able to be controlled by the teacher. Examples of voluntary absences included taking time off for leisure activities and searching for a new job. Voluntary absences were measured by frequency and duration. Non-voluntary absences were defined as an absence the teacher does not have control over. Examples of non-voluntary absences were sickness, family events such as weddings, and funerals (Shapira-Lishchinsky & Rosenblatt, 2008). Non-voluntary absences were measured by time lost and frequency. According to many researchers non-voluntary absences can be impacted by personal background reasons. Factors related to personal background may impact a teachers' ability to be present at school. According to research by VandenHeuvel (1997), Rosenblatt and Shirom (2006) and Martocchio (1989), family responsibilities, age, tenure, work role, and ethnic background may predict absence behavior. Johns (1997) identified medical issues which impacted non-voluntary reasons for missing work including smoking and drinking, physical illness, psychological disorders, and pain.

Teacher Attendance and Climate

Freiberg (1999) states “while climate is mostly an affective or feeling element of learning, it has clear implications for achievement and academic well being” (p.10). Freiberg states that it is the interaction between school and the classroom climate that creates the support that allows teachers and others in the school community to teach and students to achieve academically at the optimum levels. School climate is important because it is the heart and soul of the school (Freiberg, 1999).

Freiberg (1999) also believes school climate can define the quality of a school. Schools should create a healthy environment that nurtures the dreams of students and their aspirations. Schools should stimulate a teacher's creativity and enthusiasm and empower them to motivate those around them. It is the special quality of a school that speaks to why teachers and students love that school and desire to be there (Freiberg, 1999). Work morale can also result from school climate. The physical structure of the school provides the physical environment that should sustain health and allow teachers and students to thrive. The affective impact that culture plays is in the social fabric that encompasses the school and the people who work and learn there (Freiberg, 1999).

Rosenblatt and Shirom's (2004) study also identified the presence of an absence culture. An absence culture exists when it is the accepted norm of the school that is acceptable to be absent. In a study cited by Bowers (2001), Jacobson et. al (1993), discuss the frequency and duration of absences which are acceptable to the set of beliefs and practices the school's staff has inadvertently adopted which can prepare the path for an "absence culture". Workplace acceptance of high absenteeism may have a stronger effect on absences than the individual's contribution to the level of absenteeism. Imants and Van Zoelen (1995) revealed that the principal is a vital element in establishing and maintaining norms and values of the school (Bowers, 2001).

Teacher Attendance and Ethics

A teacher's attendance is often a reflection of work ethic. Teachers are role models for their students and the entire school, and strong teacher attendance reinforces the expectation of being in class, participating, and following through with commitments

(Moore, 2007). A meta-analysis (Bycio, 1992) noted that absent employees are often poor performers, and the colleagues of the absent workers have to carry the work load of the absent teacher leading to lower worker morale (Rosenblatt & Shirom, 2004).

Litwin and Stringer (1968) identified several characteristics of organizational climate that impacted work morale. These include structure, challenge, rewards, warmth and support, risk and risk taking, tolerance for conflict, organizational identity, and performance standards and expectations.

Gibson, Ivancevich, and Donnelly (1979), identified more additional characteristics that impacted organizational climate which involved worker morale. These included economic conditions, leadership, organizational policies, managerial values, organizational structure, member characteristics, and type of activity. School organizational climate is made up of the employees' perceptions of policies, practices, and conditions which exist in the school environment.

Perceptions of organizational ethics as a predictor of work absence in the school environment was explored by Shapira-Lishchinsky and Rosenblatt (2008). The purpose of their study was to examine school employees' perceptions of organizational ethics and how these perceptions impact teacher absences. The study focused on voluntary and non-voluntary absences and their frequency and duration in relation to organizational ethics and the employees' perceptions of absences. According to Shapira-Lishchinsky (2008), frequent absence is an indicator of negative work perceptions. The researchers examined how teachers' perceptions of school ethics in relation to the two types of absences are related to teacher productivity and work absence (Shapira-Lishchinsky & Rosenblatt,

2008). Methods used in the study consisted of 1,016 teachers from 35 schools in Israel's technological high schools with a response rate of 67.7%. The authors' utilized self-reports in the study, but cross referenced them with school records. The teachers' self-reports reflected data over a five month period. The school record data was collected retroactively over a five year academic period from 1999-2004. The authors examined the data to make predictions about teacher absence frequency and held to the assumption that teacher absence rates are relatively stable over time. The study variables in the study were teachers' absence, ethical climate, organizational justice, and tendency to misbehave. According to Shapira-Lishchinsky (2008), results of the study conclude that correlations levels between teachers' perceptions of school ethics and absence measures were found low, correlation analysis showed that teachers' perceptions of school ethics tended to be more significantly related to absence frequency than to absence duration. The measures of frequency and duration were highly interrelated ($r = 0.65$, $p < 0.01$). The end results of the study proved to be moderate. According to the study, teachers' perceptions of organizational ethics which include formal climate, procedural justice, and tendency to misbehave were moderately related to absence frequency and not to absence duration. Only two school ethics variables caring climate and tendency to misbehave had a low relationship to absence frequency and not to duration.

Incentives

In the Aldine Independent School District in Texas, teachers receive a bonus for excellent attendance. Providing bonuses saved the district money by paying for less substitutes and having less administrative duties to provide substitutes for teachers

(Miller, 2008). In 2007, Carthage ISD (CISD) Texas offered any teacher with perfect attendance a share in a pool of \$5,000. Twenty teachers in CISD qualified for the share of \$5,000 which equaled \$250 for each teacher. CISD also offered to buy back unused sick days at a rate \$50 per day. Dallas Independent School District (DISD) created a program called Staff and Teacher Attendance Reward (STAR) program. The STAR program encourages teachers to both be at work and save for retirement. Teachers with one or no absences in a school year are awarded by the district with a 100% match towards teacher's retirement account up to \$1,000. Sapulpa Oklahoma Public Schools (SPS) distributed \$50,000 to teachers with less than five absences. In SPS, the schools with the best attendance were rewarded with \$3,000 bonus.

In North Carolina, a variety of recommendations were made to modify current leave policies to allow more flexible use of leave time, create more stringent requirements for the use of sick leave, and change the method of reporting absences, monetary bonuses, cash out options, report absences on school report card, provide health support for teachers by providing free herbal supplements, free on site flu shots, and improve working conditions such as smaller class size, guaranteed daily planning, guaranteed duty free lunch, crisis intervention training, improved administrative support, or improved staff collegiality (Scott, Vaughn, Wolfe, & Wyant, 2007).

The Fort Bend Independent School District (FBISD) currently "buys back" days from retiring teachers, up to 150 days at a rate of \$75 per day. A retiring teacher has the potential to receive \$11,250 at retirement (FBISD, 2010).

Houston Independent School District has offered several attendance option incentive plans. A plan started in March 1998, allowed the District to purchase accumulated unused state leave from the employees each school year up to five days a year (Houston ISD, 2010). Employees must apply in writing that they wish to participate in the program, and they must follow the guidelines of the programs to be eligible. The days bought back by the district at the end of each school year are deducted from the employees sick leave account and the days surrendered cannot be taken with them to any other school district (Houston ISD, 2010). The rate of payment is contingent on the employee's rate of pay. The cash value is one-half of the employees daily rate excluding stipends, extra duty pay, and overtime. For example, an employee who has five unused state leave days earning \$60,000 in a 187 day teacher contract would qualify for \$802.15.

The second HISD attendance option incentive which began in the 1997-1998 school year is the partial buy-back resignation option. This option allows an employee to receive one-half of their current rates of pay for all unused state leave days accrued during the last day of the contract year employed with the district (Houston ISD, 2010). State leave days can only be accrued as of September 1, 1995. In order to qualify for this option the employee must be in good standing and not under investigation, terminated, or non-renewed by the District or asked to resign or retire in lieu of termination unless approved by the board (Houston ISD, 2010). For example, if an employee has 20 unused state leave days, and they earn \$60,000 a year, they are eligible for \$3,208.60. Once the employee takes the incentive offer, the days earned are no longer available through the state of Texas for leave days.

The third option in HISD is the full buy-back at retirement. This option became available in the 1997-1998 school year. An employee is eligible for 100% buy-back if they are eligible to retire from the Texas Retirement System and are in good standing with the district (Houston ISD, 2010). The district will purchase from the employee all unused state sick leave and state personal leave at the employee's daily rate excluding stipends, extra duty pay, overtime, and incentive pay. An employee on a teacher contract with 187 days earning \$60,000 at retirement with 20 days of unused state leave and personal leave could earn \$6,417.20 at retirement.

In the Alief Independent School District (Alief ISD), teachers can be reimbursed for their unused local leave days upon their retirement. Alief ISD buys back local sick leave days up to 80 days for any employee who serves the district for five or more continuous years and has served enough time with the Texas Retirement System (TRS) to be considered for retirement with the state (Alief, 2010). For example, if the employee has 30 years of service with Alief ISD the employee will earn 100% of the daily rate. If the employee has served Alief ISD for 25-29 years the employee is eligible to earn his daily rate of pay at 90%. The minimum amount of years an employee has to serve is five years with Alief ISD to receive 65% of their daily rate for their unused local sick days. The daily rate is calculated on the employees' average rate of pay on their highest three years of salary earned. A mathematical example of a teacher with 30 years of service and eligible for retirement with TRS with an average of \$67,000 over a three year period, the teacher's retirement incentive would be \$28,633.10 for 80 days.

Statement of the Problem

The purpose of this study is to analyze selected factors that affect the absenteeism of secondary public school teachers. The literature suggests several possible variables believed to be related to absenteeism. The most prominent variables identified were demographic factors, job satisfaction, and organizational climate.

RESEARCH QUESTIONS

Research Question I. What are the characteristics of why teachers are absent?

This study will utilize a survey to record responses from secondary school teachers in a large suburban school district in the southwest Houston area. An analysis of teacher responses will be conducted to determine reasons for teacher absences. Data will be analyzed according to local sick leave, state personal days, school based activity, and family medical leave act (FMLA) reasons. Characteristic data will be collected and organized by age, gender, family status, level of education, years of experience, number of children, and distance of commute.

Research Question II. What are the study district's financial costs associated with teacher absenteeism? Data from one school district in the southwest Houston region will be collected to determine how much money is spent on substitutes, the training of substitutes, and staff to support substitutes, and as well as how these costs impact the school district's budget. This information will be obtained through archival data through school district.

Research Question III. What are the differences in teacher absenteeism by core content areas(English, math, science, and social studies) taught at the high school level

(9-12)? This portion of the study will collect data from one school district in southwest Houston area to determine if absence patterns emerge at different high school grade levels and content areas. This information will be obtained through archival data through the school district.

The instrument used to collect the characteristics of teacher absence data is the Organizational Climate Description Questionnaire (OCDQ), which originated from Halpin & Croft (1963) which was utilized by McElroy (1984) (See Appendix A). Halpin and Croft (1963) devised the OCDQ by reducing a bank of one thousand simple statements to a sixty four statement instrument utilizing a Likert-type response. The OCDQ consists of eight subtests. The subtests are disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust, and consideration. The first four subtests examine teacher behavior and the last four subtests examine leader behavior.

General Characteristics of Teacher Absenteeism

| Source | Study/Purpose | Findings |
|--|---|---|
| Abeles, L. r. (2009). Absenteeism Among Teachers - Excused Absence and Unexcused Absence. <i>International Journal of Educational Administration</i> , 1(1), 31-49. | An analytical study of teacher absenteeism on 1, 461 teachers in 131 middle and high schools in Israel in the month of February. Purpose is to look at excused and unexcused reasons for teacher absence. | Personal and organizational position of the teacher determines the amount excused and unexcused absences. Age is the largest determining factor on absenteeism. Lower the salary and status of the teacher the higher the absence rate. Job satisfaction related to less absenteeism. |
| Bamber, C. (1979). <i>Student and teacher</i> | Purpose: Working papers discussing | Findings revealed teacher attendance rate was lower |

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| <p><i>absenteeism.</i> Bloomington, Ind: Phi Delta Kappa Educational Foundation.</p> | <p>student and teacher absenteeism and its impact on school financials and student achievement. Historical overview of student and teacher absenteeism. Paper discusses programs to reduce student absenteeism. Paper provides profiles of student and teacher absences. Bamber's work references many studies conducted in large urban areas over many periods of years. Studies referenced are from New York, Philadelphia, and Chicago.</p> | <p>when teachers had to call an administrator. Teacher Attendance rate higher when teachers had to show proof of illness and telephoned into an answering services. Higher student absenteeism was reflected in teaching styles that utilized passive learning opportunities and punishment. Higher absenteeism in further studies also revealed teacher control, low teacher support, and competition as reasons for student absence.</p> |
| <p>Bowers, T. (2001). Teacher Absenteeism and Ill Health Retirement: a review. <i>Cambridge Journal of Education</i>, 31(2), 135-157.</p> | <p>Study retirement and ill health on teacher attendance and how it impacts student achievement and monetary loses. Discusses how to manage absenteeism and how to provide for incentives.</p> | <p>Short and unannounced teacher absences more of a problem than long term teacher absences. Teachers who took more than five days in the 46+ age bracket account for 60% of absences. Retirement age teachers were found to be too ill to work the year prior to their retirement. Ten comparison groups out of a large national sample examined teacher absences in England(3.2%) to other profession during an identical time frame of 195 days reveal teacher absences are lower than nurses(5.2%), social</p> |

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|--|---|---|
| <p>Brown, Z. A., & Uehara, D. L. (1999). Coping With Teacher Stress: A Research Synthesis for Pacific Educators. <i>Pacific Research for Education and Learning</i>(November), 22.</p> | <p>The purpose is to study the negative effects of teacher stress and absenteeism and how to reduce stress and absenteeism of among teachers in the Pacific realm.</p> | <p>workers(5.2%), administrative staff(3.9%), and non-manual government employees(3.9%) and central government(4.6%). Presence of an absence culture may contribute to higher than normal absences among teachers.</p> |
| <p>Malick, J. J. (1996). <i>The Relationship of Situational and Demographic Variables to Staff Attendance and Utilization of Available Absence Leave</i>. University of Delaware.</p> | <p>Purpose of the study was to investigate teacher attendance characteristics and the pattern surrounding discretionary leave practice in Reading School District in Pennsylvania. There were 754 teachers in the study conducted over one school year.</p> | <p>Findings include workplace stress leads to teacher absenteeism and attrition. High rates of teacher absenteeism lead to lower student achievement. Teacher absenteeism was higher in the Pacific realm than across the continental United States.</p> <p>Study data reflect teachers are not absent more in urban areas than suburban areas. The largest predictor of absence is age, salary, and gender. Socioeconomic level, teacher satisfaction, salary, and work condition are not an indicator of teacher absenteeism.</p> |
| <p>Rosenblatt, Z., & Shirom, A. (2006). School Ethnicity and Governance Influences on Work Absence of Teachers and School Administrators.</p> | <p>To study whether ethnic affiliation (Jewish vs. Arab) or site based management affected the absence of teachers.</p> | <p>The study consisted of 52,056 teachers in 2, 145 middle and elementary schools in the Israeli public education in 2001-2002 school year. Study</p> |

*Educational
Administration Quarterly*,
XX(X), 24.

results revealed the higher a teacher's administrative position, the fewer the absences. Average rate of absences for teachers was 5.30 and teachers without administrative responsibilities was 5.47, administrators absence rate was 4.93. Teachers absence rates at schools with Site based management systems was 5.17 compared to non site based management which was 5.33. Teachers affiliated with Arab schools were absent 7.88 compared to the Jewish schools which the absence rate was 4.48.

Rosenblatt, Z., & Shirom, A. (2004). Predicating teacher absenteeism by personal background factors. *Journal of Educational Administration*, 43(2), 209-225.

To examine the effects of specific personal and job characteristics on year-to year changes in teachers' frequency of absences.

Results over a two year period show that absenteeism can largely be Predicted by background variables and prior absence record. The knowledge derived from this study can mobilize organizational practices and interventions designed to minimize absenteeism whenever it is perceived as destructive.

Rhodes, M., & Ogawa, R. T. (1992). Teacher Motivation, Work Structures, and Organizational Change: Perspectives on

They explore motivational reasons why people work. They study from three perspectives a)

Researches define expectancy theory as linking outcomes and perceptions of possessing behaviors linking to

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|---|---|---|
| <p>Educational Reform and Compensation. In L. Frase (Ed.), <i>Teacher Compensation and Motivation</i> (pp. 61-101). Lancaster, Pennsylvania: Technomic</p> | <p>expectancy theory b) job characteristics model c) goal theory. They discuss empowerment and efficacy as a motivator for work.</p> | <p>outcome and the likelihood of achieving the behavior after a substantial effort is made. Job characteristics is defined as job meaningfulness. Knowing one has the skill variety and task identity to complete the work. Goal theory is believing one can set goals and accomplish the goals set. Empowerment enables people to work by providing resources, information, and support. Efficacy is the internal motivator to work. One knows they have the means and knowledge to act.</p> |
| <p>Shapira-Lishchinsky, O., & Rosenblatt, Z. (2008). Perceptions of Organizational Ethics as Predictors of Work Absence: A Test of Alternative Absence Measures. <i>Journal of Business Ethics</i>, 18.</p> | <p>Study was looking on how to minimize absence frequency by examining two types of absences voluntary (frequency) and involuntary (duration). The two measures looked at the relationship between frequency of voluntary absences and employees' perceptions between voluntary absences and organizational ethics.</p> | <p>The study focused on 1,016 teachers in Israel at 35 technological high schools. Findings of the study found that four ethical reason such as a caring climate, formal climate, tendency to misbehave, and procedural justice were related to absence frequency. The results add to the body of literature on frequency of absence versus duration of absences measures. Results found a correlation analysis showed that teachers' perceptions of school ethics tended to be more</p> |

Sharma, T. N., Sharma, A. S., Bhattarai, P. C., & Regmi, D. (2010). *Assessing the Impact of Seasonal Factors on School Attendance in the Karnali Zone*: UNICEF.

One of the purposes of the study conducted by Sharma, Sharma, Bhattarai, & Regmi (2010) was intended to assess the current status and trends of student and teacher attendance in the Karnali zone. The study attempted to be representative of the whole Karnali. Two schools are represented in each of the districts of Jumla, Humla and Dolpa. Methodology for the study included a structured questionnaire that included head-teachers, teachers, SMC/PTA members, community members and students. The survey was administered to 225 respondents, of whom seven did not mention their status. Of the 225 respondents, 153 were male and 69 were female; three respondents did not mention their gender. Three sets of data-collection instruments were developed. The first type of instrument administered was the interview. The second instrument was the structured questionnaire.

significantly related to absence frequency than to absence duration.

Key findings found in Sharma et al. (2010) were teachers identified as most likely to be absent were those originating from outside the district, followed by those attending training and seminars or involved in higher education, local teachers, and female teachers. The main seasonal factors cited for teacher absences were early departure for vacations in September/October and December; late return after vacations in October/November and February; yarchagumba collection in May and June; involvement in faming activities during May/June, August/September and November; and migration away from the Karnali region to avoid cold weather in December, January and February (Sharma, Sharma, Bhattarai, & Regmi, 2010).

The main non-seasonal factors cited for teacher absences were poor management of teachers in schools, with no DEO or SMC mechanism to

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| <p>The third instrument was designed to collect information on student and teacher attendance for three years (2006 through 2008) from the records of each school.</p> | <p>regulate teacher absences (Sharma et al., 2010). Second factor was participation in teacher training, with no system for providing a substitute during these periods. Third factor was involvement in secondary occupation such as trade or business, causing teachers to miss classes. Fourth factor was engagement in activities for Teachers' Union, political parties, or NGOs. There are nine recommendations for increasing attendance for teachers.</p> |
| <p>Shirom, A., & Rosenblatt, Z. (2006). A panel study of the effects of school positions and promotions on absenteeism in the teaching profession. <i>Journal of Occupational and Organizational Psychology</i>, 79, 623-644.</p> | <p>Purpose of the study was to look how position influenced teacher absence. The researchers were looking at how the position or supervisory level of the teacher effected absences. Study was conducted over a two year period from 2000-2002 on 51,974 teachers in Israel who taught at the elementary and middle school level and were paid by the government. Study revealed the higher the position the less absent the teacher. Teacher promotion and supervisory level work lead to lowered absenteeism.</p> |
| <p>Unicomb, R., Alley, J., & Barak, L. (1992). Teacher Absenteeism: A study of short term teacher absenteeism in nine Nova</p> | <p>To study nine Nova Scotia schools and to see if teacher absenteeism is a problem. Teacher absenteeism in nine Nova Scotia schools shows that absenteeism is not significantly higher than other professions.</p> |

Scotia which shows that teachers are absent significantly less than workers in other professions. *Education Canada*, 32(2), 33-37.

McElroy, L. A. (1984). *An analysis of the relationships among control variables, organizational climate, job satisfaction, teacher absenteeism, and teacher turnover in the secondary public school*. Thesis (Ed. D.)--University of Houston-University Park, 1984.

Two school districts in Beaumont, Texas with 10,000 students each and 370 teachers studied secondary schools for the impact control variables and organizational climate and job satisfaction has on teacher attendance and teacher turnover. Three sets of variables were studied. Control variables were age, sex, level of education, length of service, and building tenure. The other measured variables were organizational climate and job satisfaction.

McElroy found that out of the 139 teachers that responded there were 2.6 incidents of job absences reported. An incident is recorded for each time the teacher places the absences. Two days in a row with one recorded entry resulted in one incident. One day of teacher absence with a day present and then another day of absence by the teacher resulted in two incidents. Higher absenteeism resulted in higher turnover. Lower absenteeism when school is considered open, which in this study only 2% were considered open by the teachers surveyed. Lower job satisfaction resulted in higher absenteeism.

Scott, L., Vaughn, C., Wolfe, M., & Wyant, C. (2007). *Reducing Teacher Absences in North Carolina: A Report for North Carolina Department of Public*

How teacher absences impact student achievement in North Carolina. Purpose of the study was to recommend changes in teacher absence policy due to

Research methods utilized were research, statistical data analysis, and interviews. Teacher attendance and student achievement data was collected over three years

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| <p><i>Instruction.</i> Durham, NC: Terry Sanford Institute of Public Policy Duke University.</p> | <p>the fact of the low state test scores in the End of Grad test. School year 2005-2006 revealed 46 percent of North Carolina's schools did not meet expected growth for accountability measures. Annual Yearly Progress (AYP) measures revealed three-fifths of North Carolina schools did not meet expectations for the 2005-2006 school year. Between 1994-1995 and 2002-2003 teachers averaged 7 days of sick leave per year.</p> | <p>(2003-2006) in North Carolina. Data reflected from the study reveal teacher absences has a negative effect on student achievement on End of Grade state assessments. Four recommendations were presented. Monetary bonuses based on teacher absences, cash-out options on days unused by sick leave, free flu shots, and teachers have to call a person when absent and not use an automated answering service were the recommendations from the project study.</p> |
|--|---|--|

Financial Implications of Teacher Absenteeism

| Source | Study/Purpose | Findings |
|--|--|--|
| <p>Jacobs, K. D., & Kritsonis, W. A. (2007). <i>An Analysis of Teacher and Student Absenteeism in Urban Schools: What the Research Says and Recommendations for Educational Leaders. The Lamar University Electronic Journal of Student Research, Fall, 7.</i></p> | <p>Review of literature that relates to analyzing ways to reduce teacher and student absenteeism. Recommendations to reduce the financial implications of teacher absenteeism.</p> | <p>Analysis of current literature to reflect on teacher and student absenteeism and ways to reduce it.</p> |

Incentives for Teacher Attendance

| Source | Study/Purpose | Findings |
|---|---|--|
| <p>Delisio, E. R. (2009, February 20, 2010). <i>Districts Offer</i></p> | <p>Study purpose is this is a report overview about</p> | <p>Carthage Texas ISD (CISD) offered in 2007 any teacher</p> |

Incentives to Curb Teacher Absences, from http://www.educationworld.com/a_admin/admin/admin544.shtml

what districts are offering in incentives to curb teacher absences.

Districts included in report include Carthage (Texas) Independent School District, Dallas (Texas) Independent School District, Palm Beach County (Florida), Sapulpa (Oklahoma) Public Schools.

who had perfect attendance a share in a pool of \$5K. Twenty teachers in CISD qualified for the share of \$5K which totaled \$250 for each teacher. CISD also offered to buy back unused sick days at a rate \$50/day. Dallas Independent School District (DISD) created a program called Staff and Teacher Attendance Reward (STAR) program. The STAR program encourages to teachers to be at work and save for retirement. Teachers with one absence or less and the district matches 100% to the teacher's district retirement account up to \$1K. Sapulpa Oklahoma Public Schools (SPS) shared \$50K with teachers less than 5 absences. In SPS the school with the best attendance will be rewarded with \$3K bonus. Palm Beach County incentive program did not work out and in fact the teacher attendance went down costing the district more money.

Conclusion

Teacher and student attendance has been an educational concern, since 1870, when the United States started collecting and reporting statistics on teacher and student attendance (Bamber, 1979). Teacher attendance issues can lead to student attendance problems causing student truancy and educational issues in districts (Bowers, 2001;

Rosenblatt & Shirom, 2004; Woods & Montagno, 1997). Currently teacher attendance is a concern in many school districts. Teacher attendance impacts educational and financial conditions in many school districts (Bowers, 2001; Rosenblatt & Shirom, 2004; Woods & Montagno, 1997). Attendance is important in all work groups, but it is most critical for teachers since they have a direct impact on students and learning. Teacher absenteeism creates loss of quality instruction and the use of substitutes take away valuable dollars that could be spent in the classroom (Superintendent, 2010).

Teacher attendance affects work place morale, and it is impacted through the perceptions of teachers which can create the presence of an “absence culture” (Roseblatt & Shirom, 2004). The affective impact that culture plays is the social fabric that encompasses the school and the people who work and learn there (Freiberg, 1999). Teacher absence can impact work morale through economic conditions, leadership, organizational policies, managerial values, organizational structures, member characteristics, and type of activity (McElroy, 1984). Climate, culture, and morale can all be impacted by teacher attendance.

Teacher attendance impacts the climate of the school through work ethic. Students look to their teachers as role models. Teachers’ attendance instills the expectations of student attendance reinforcing the expectation of being in class and following through with commitments.

Incentives for teacher attendance were explored in this doctoral thesis through review of the literature. Incentives have been identified through bonuses, retirement options, buy-backs, modifying leave policies, wellness benefits, and intrinsic rewards.

The Catalina Foothills School District Program of Excellence study (1986) concluded teachers were motivated by intrinsic rewards rather than extrinsic rewards. Incentives both intrinsic and extrinsic were examined in this study.

Work and dedication to work has been studied through multiple theories. Rhodes and Ogawa (1992) described it through the use of the expectancy theory, job characteristics model, and goal theory. McElroy (1984) conducted his study employing the use of the Organizational Climate Description Questionnaire (OCDQ) and the Job Descriptive Index (JDI) to reveal teacher attendance problems and why they exist. Through this doctoral thesis, teacher absence was explored through perceptions and characteristics and how they impact educational and financial conditions in schools.

CHAPTER THREE

Methodology

The purpose of the study is to examine the characteristics, perceptions, work place morale and “culture” of teacher absenteeism which impacts public school districts financially and academically. Chapter three describes the methodology that will be used to conduct this research study. It is divided into the following subsections: (1) research design; (2) the participants; (3) the instrument; (4) the data collection procedures; (5) the data analysis procedures and (6) limitations of the study. This study will address the following research questions:

Research Question One: *What are the characteristics of why teachers are absent?*

Research Question Two: *What are the study district’s financial costs associated with teacher absenteeism?*

Research Question Three: *Are there differences in teacher absenteeism by content areas (English, math, science, and social studies) at the high school grade level (9-12)?*

Research Design

Participants

The sample for this study was high school teachers in grades nine through twelve in large suburban southwestern school district in the Houston area. There are eleven high schools with 1,414 full-time teachers employed. The high school grade level (9-12) core content area (English, math, science, and social studies) teachers are comprised of 705 teachers.

This large suburban southwestern school district in the Houston region encompasses 170 square miles, and is comprised of 73 campuses. The 73 campuses

include 11 high schools, 13 middle schools, 45 elementary campuses, 1 vocational school, 1 alternative campus, and 2 discipline alternative campuses. The district is the largest employer in the county with approximately 8,500 full-time and 600 part-time employees, and 1,300 substitutes.

Over a ten-year time frame, employment has risen 31% in the district.

Subpopulations of teachers in the district have changed quite dramatically. The number of African American teachers has risen by 49%, and the number of Asian/Pacific Islander teachers has increased by 68%, and number of Hispanic teachers has risen by 58%, and number of Native American teachers has risen by 25% while the number of white teachers has only risen by 15%. According to state records, the district is above the state average in employing African American and Asian/Pacific Islander teachers. The state average for African American teachers is 9.5%, and Asian/Pacific Islander is 1.3%. In the 2009-2010 school year, the district percentage of employed African American teachers was 27.1%, Hispanic was 9.5%, white was 58.8%, Asian/Pacific Islander was 4.4%, and Native American was 0.3%.

Table 3.1

Teacher Demographics A: School District Demographic Table 2000-2010

| Teachers | Total | African American | Asian | Hispanic | White | Native American |
|-----------------|--------------|-----------------------------|--------------|-----------------|--------------|----------------------------|
| 2010 | 4,689 | 1,296 | 195 | 456 | 2,730 | 12 |
| 2009 | 4,385 | 1,186 | 191 | 418 | 2,577 | 11 |
| 2008 | 4,353 | 1,188 | 182 | 407 | 2,563 | 11 |
| 2007 | 4,319 | 1,165 | 175 | 388 | 2,579 | 10 |

| | | | | | | |
|------|-------|-------|-----|-----|-------|----|
| 2006 | 4,119 | 1,079 | 161 | 350 | 2,517 | 10 |
| 2005 | 3,840 | 957 | 132 | 308 | 2,431 | 10 |
| 2004 | 3,708 | 853 | 119 | 291 | 2,433 | 11 |
| 2003 | 3,719 | 811 | 104 | 276 | 2,517 | 9 |
| 2002 | 3,585 | 773 | 102 | 257 | 2,444 | 8 |
| 2001 | 3,253 | 662 | 63 | 194 | 2,324 | 9 |
| 2000 | 3,253 | 662 | 63 | 194 | 2,324 | 9 |

There are more teachers in the District with a bachelor's degree than there are teachers with masters or doctoral degrees. There are 70% more teachers with a bachelor's degree than a master's degree. Over a ten-year period the number of teacher's with a bachelor's degree has increased by 32%. The number of teachers with a master's degree have increased 30% over a ten-year period. Teachers with 6-10 years of experience have increased 44% over a ten-year period. There are 75% more female teachers in the district than there are male teachers. However, male teachers have increased by 30% over a ten-year period but remain at 20% percent of the total teaching population of 4,689 of teachers in 2010. According to state records, the District has 80% of its teachers holding a bachelor's degree while the state has 77.3%. The District is above the state average with teachers with only a bachelor's degree in 2009-2010 school year. The District percentage of teachers holding a master's degree is below the state average. The state average is 21.3%, and the District is 19%. The percentage of teachers holding a doctoral degree in the state is 0.5%, while the District is 0.6%. According to state records, the District is higher than the state average for teachers with one to five years of teaching experience with the district employing 1.8% more than the state average. The District

also has a 3.9% greater percentage of teachers with six to ten years of experience than the 2009-2010 school year. According to state records for 2009-2010, the District has higher class size averages in than the state by four students per classroom.

Table 3.2

Teacher Demographics B: School District Demographic Table 2000-2010

| Teachers | Male | Female | Class Size | Years of Service | Years of Service | Years of Service | Years of Service | Degree | Degree | Degree |
|----------|------|--------|------------|------------------|------------------|------------------|------------------|-----------|--------|----------------|
| | | | | 0-5 | 6-10 | 11-20 | Over 20 | Bachelors | MA Ed. | Ph.D/ ED.d. |
| 2010 | 943 | 3746 | | 2235 | 1059 | 848 | 329 | 3568 | 1079 | 29 |
| 2009 | 981 | 3,403 | 23 | 1670 | 1,060 | 991 | 662 | 3,513 | 831 | 28 |
| 2008 | 949 | 3,404 | 22 | 1748 | 1,015 | 937 | 652 | 3,437 | 867 | 25 |
| 2007 | 947 | 3,372 | 22 | 1795 | 959 | 882 | 681 | 3,358 | 933 | 25 |
| 2006 | 887 | 3,231 | 23 | 1722 | 854 | 875 | 666 | 3098 | 986 | 28 |
| 2005 | 820 | 3,020 | 24 | 1597 | 782 | 821 | 639 | 2,864 | 900 | 21 |
| 2004 | 808 | 2,899 | 23 | 1547 | 726 | 800 | 634 | 2,821 | 803 | 18 |
| 2003 | 783 | 2,936 | 24 | 1481 | 706 | 829 | 703 | 2,817 | 846 | 22 |
| 2002 | 741 | 2,843 | 25 | 1458 | 644 | 813 | 669 | 2,708 | 792 | 22 |
| 2001 | 721 | 2,738 | 23 | 1362 | 641 | 799 | 656 | 2,598 | 781 | 27 |
| 2000 | 654 | 2,599 | 24 | 1219 | 602 | 821 | 609 | 2,456 | 762 | 28 |

The student population of the District is almost 70,000 students and is the seventh largest school district in Texas. The District is also very diverse in its student population. It is comprised of students that speak more than 90 different dialects and languages. The

district is a “majority minority” school district consisting of 31.36% African American, 22.38% White, 24.07% Hispanic, 21.99% Asian/Pacific Islander, and .20% American Indian during the 2009-2010 school year. The Texas student population is African American 14%, White 33%, Hispanic 48%, Asian/Pacific Islander 4%, and Native American 0.4%. The District’s percentages show the study’s district has higher populations of African American and Asian/Pacific Islander students by 17.36% and 17.99%, respectively. The District has changed substantially over the last 25 years. In 1985, the District’s student demographics were 26.64% African American, 51.01% White, 14.28% Hispanic, 7.98% Asian/Pacific Islanders, 0.09% American Indian.

Since 2000, the district has increased its student enrollment by 22%. The largest increases in subpopulations are Asian/Pacific Islander and Hispanic students. The Asian/Pacific subpopulation has increased by 48% and the Hispanic population by 38%. The African American population has increased by 30% and the Native American has increased by 44%, however, the White population has decreased by 36%.

Table 3.3

School District Demographic Table 2000-2010

| Students | Total | African American | Asian/Pacific Islander | Hispanic | White | Native American |
|-----------------|--------------|-------------------------|-------------------------------|-----------------|--------------|------------------------|
| 2009 | 69,066 | 21,625 | 16,656 | 15,522 | 15,122 | 141 |
| 2008 | 68,507 | 21,569 | 14,756 | 16,223 | 15,833 | 126 |
| 2007 | 67,780 | 21,584 | 13,981 | 15,601 | 16,501 | 113 |
| 2006 | 66,792 | 21,527 | 13,176 | 14,934 | 17,044 | 111 |
| 2005 | 65,927 | 21,316 | 12,618 | 14,006 | 17,883 | 104 |
| 2004 | 62,657 | 19,176 | 11,745 | 13,132 | 18,507 | 97 |
| 2003 | 61,011 | 18,198 | 11,135 | 12,302 | 18,198 | 93 |
| 2002 | 59,217 | 17,312 | 10,512 | 11,413 | 19,887 | 93 |
| 2001 | 56,059 | 15,866 | 9,589 | 10,466 | 20,055 | 83 |
| 2000 | 53,999 | 15,123 | 8,650 | 9,745 | 20,402 | 79 |

Instrument Design

The survey used in this research study was adapted from the Organizational Climate Descriptive Questionnaire (OCDQ). (See Appendix A). The demographic variables were obtained from the questionnaire but were adapted for design for use. Each teacher was asked to provide information on their gender, age, years of experience, number of years teaching in the school, and level of education. The demographic variables were coded: gender 0 = male, 1= female; age will be expressed as ordinal data in the following groupings: 20-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66+; years of experience was expressed as ordinal data in the following groupings: 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 30+; number of years in the district was expressed as ordinal data in the following groupings: 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 30+; teacher's number of years at their current campus was expressed as ordinal data in the following groupings: 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 30+; and level of education was coded in the following groupings Bachelor's degree, Bachelor's degree plus additional college hours, Master's degree, Master's degree plus additional college hours, doctoral degree, doctoral degree plus additional college hours. Teachers' intent to stay in the teaching profession was coded in the following groupings: definitely will not remain in teaching, probably will not remain in teaching, my plans are uncertain, probably will remain in teaching, and definitely will remain in teaching.

The research design was a combination of Likert survey data from the participants and archival data from the district. The survey data was analyzed using several statistical

procedures. Descriptive statistics such as frequency, percentages, means, and standard deviation was calculated for all 68 items of the on-line survey.

The absenteeism variable will be obtained from the archival records were provided by the District's personnel department. The absenteeism figure for educators was computed by compiling a record of the incidence of absence. An incidence of absence was determined through periods of consecutive absences of three days or less. An incidence of absences was employed due to its validity (Omerza & Halliwell, 1980; Tallachi, 1960). A teacher absence for long-term medical reasons (four days or more consecutively) was excluded from the data for that absence sequence collection procedure. Absences for professional development, school business, or school activities was excluded from data collection as the absence data collected by the district are coded for these each reasons.

The researcher used the Organizational Climate Description Questionnaire (OCDQ) (McElroy, 1984). The OCDQ was implemented in this study because of its established construct validity and reliability (McElroy, 1984). The validity of an instrument raises the question: Does the instrument measure what a researcher believes it is measuring (content validity)? There are three types of validity: content, construct, and criterion (Kerlinger, 1973). The content validity is the most significant form of validity for research purposes.

Evidence of Content Validity. Halpin and Croft (1963) devised the OCDQ by reducing a bank of one thousand simple statements to a sixty four statement instrument utilizing a Likert-type response. The researchers based the instrument from data collected

from 71 elementary schools and 1,151 respondents, eight subtests were developed. The core categories are disengagement, hindrance, esprit (liveliness of the mind or spirit), intimacy, aloofness, production emphasis, thrust, and consideration. The first four core categories examine teacher behavior and the last four examine leader behavior.

Implications for secondary usage are provided in the following section.

Evidence of Construct Validity. The subscales of the OCDQ led to the formulation of a profile of schools represented by a continuum moving from openness to closeness. The OCDQ identifies the climate along the range as Open, Autonomous, Controlled, Familiar, Paternal, or Closed. The utilization of the climate profiles from the OCDQ in a variety of settings has established the reliability and validity of the OCDQ. Hartley and Hoy (1972) and Pauley (1981) both utilized the instrument in their studies in a secondary setting and in specialized educational setting to arrive at sound research conclusions (McElroy, 1984).

Kenny and Rentz (1970) provided evidence of the construct validity of the OCDQ in their study on urban and suburban elementary schools. The researchers used the exploratory factor analysis, and applied the four-factor varimax rotational solution to assess the construct validity of the OCDQ. The factors studied were: Principal as Authority figure, Teacher Group Perception, Non-classroom Teacher Satisfaction, and Work Conditions.

According to McElroy (1984) and Andrews (1965) K-12 studies are some of the most comprehensive validity studies conducted. Andrews (1965) defined construct validity as the extent to which “it demonstrates relationships with other measures which

can be predicted in accordance with theory” (p. 318). His study surveyed teachers from 165 schools who responded to the OCDQ. The researcher found evidence of high validity after tests were used to determine the significance of the relationships among the OCDQ subtests and other instruments and variables. Another factor discovered in the validity studies by Andrews was the applicability of the OCDQ to all levels of school (K-12), which confirmed the validity of the OCDQ. The validity of the OCDQ has been investigated extensively by other researchers (McElroy, 1984; Anderson, 1965; Roseaneare, 1965; Pritchard, 1966; and Smith, 1966). Their studies supported the validity and reliability of the OCDQ in educational settings. Thus, the OCDQ is considered to be a valid instrument utilized in this study.

Cronbach Alpha Reliability. Wallace, Ivancevich and Lyon (1975) provided additional support for the alpha reliability of the OCDQ. Their investigation conducted research in two hospitals settings to explore the psychometric methodology of the OCDQ. They reported a more internally consistent OCDQ with a high degree of alpha reliability for each scale. Halpin and Croft (1966) conducted factor analyses to determine the reliability and validity of the OCDQ. The researchers used communality estimates for a three-factor solution to estimate the scale reliability (Cronbach alpha coefficients) of the eight subtests as follows: disengagement = .66, hindrance = .44, esprit = .73, intimacy = .53, aloofness = .72, production emphasis = .53, thrust = .68, and consideration = .64. An investigation by Wallace, Ivancevich and Lyon (1975) confirmed the reliability of the OCDQ. The authors conducted research in two hospital settings to explore the

psychometric methodology of the OCDQ. They reported a more internally consistent OCDQ with a high degree of reliability.

Historically the OCDQ has been used to study schools and other institutions to determine reliability and validity. McElroy (1984) utilized the OCDQ in his research and further validated the reliability and validity. This dissertation thesis examined the alpha reliability and construct validity of the OCDQ instrument based on the sample data from this study.

Data Collection Procedures

This study was approved by the Committee for the Protection of Human Subjects (See Appendix B) at the University of Houston and the participating school district (See Appendix C). Participating teachers completed an on-line survey and archival data was collected from the District. Data integrity of the on-line survey data was only one participant per email address and IP address. An email recipient could not complete the survey more than one time as a computer's IP address can only be used once for on-line survey completion.

The researcher conducting this study requested the following information from the District:

1. How many total teachers in the District?
2. How many total secondary (9-12) teachers in the district?
3. How many total English, math, science, and social studies teachers in grades 9 -12 in the District?
4. How many English 9-12 teachers?
5. How many math 9-12 teachers?
6. How many science 9-12 teachers?

7. How many social studies 9-12 teachers?

The researcher needs the information completed below for each of the following three tables?

Table 3.4**School District Demographic Table 2000-2010**

| Students | Total | African American | Asian/Pacific Islander | Hispanic | White | Native American |
|-----------------|--------------|-------------------------|-------------------------------|-----------------|--------------|------------------------|
| 2010 | | | | | | |
| 2009 | | | | | | |
| 2008 | 68,507 | 21,569 | 14,756 | 16,223 | 15,833 | 126 |
| 2007 | 67,780 | 21,584 | 13,981 | 15,601 | 16,501 | 113 |

Table 3.5**Teacher Demographics B: School District Demographic Table 2000-2010**

| Teachers | Gender Male | Gender Female | Class Size Core classes 9-12 | Years of Service 0-5 | Years of Service 6-10 | Years of Service 11-20 | Years of Service Over 20 | Degree Bachelors | MA | Ph.D. |
|-----------------|--------------------|----------------------|-------------------------------------|-----------------------------|------------------------------|-------------------------------|---------------------------------|-------------------------|-----------|--------------|
| 2010 | 943 | 3748 | | 2235 | 1059 | 848 | 329 | 3568 | 1079 | 29 |
| 2009 | 981 | 3403 | | 1670 | 1060 | 991 | 662 | 3513 | 831 | 28 |
| 2008 | 949 | 3,404 | 22 | 1748 | 1,015 | 937 | 652 | 3,437 | 867 | 25 |

Table 3.6**Teacher Demographics A: School District Demographic Table 2000-2010**

| Teachers | Total | African American | Asian/Pacific Islander | Hispanic | White | Native American |
|-----------------|--------------|-------------------------|-------------------------------|-----------------|--------------|------------------------|
| 2010 | 4689 | 1296 | 195 | 456 | 2730 | 12 |
| 2009 | 4385 | 1186 | 191 | 418 | 2577 | 11 |
| 2008 | 4,353 | 1,188 | 182 | 407 | 2,563 | 11 |

Research Question Two, *What are the study district's financial costs associated with teacher absenteeism?* This portion of the study collected data from one school district in the southwest Houston region to determine how much is spent on substitutes, training of substitutes, and staff to support substitutes and how it impacted school districts budgets. This information was obtained through archival data through school district.

Information collected for this section was

1. The district spending on substitutes from years 2008-2009, 2009-2010, and 2010-2011.
2. Training amount spent on substitutes in years 2008-2009, 2009-2010, and 2010-2011.
3. Administrative support staff costs to support substitutes in years 2008-2009, 2009-2010, and 2010-2011.
4. Cost of the electronic system through the web and phone service (renewal contract) through the years 2008-2009, 2009-2010, and 2010-2011.
5. What is the amount of money and percentage in the budget allocated each year (2008-2011) for substitute expenditures?

Research Question Three, *Are there differences in teacher absenteeism by grade levels at the high school (9-12), and the core content areas (English, math, science, and social studies) from grade levels 9-12?* This portion of the study collected data from the

District to determine absence patterns emerged at different high school grade levels and content areas. This information was obtained through archival data through the District.

Information requested for this question was

1. The absence data for the District for years 2008-2009, 2009-2010, 2010-2011.
2. The absence data desegregated to include only the high schools grades 9-12 for the school years 2008-2009, 2009-2010, 2010-2011.
3. The absence data desegregated to include only the content areas for grades 9-12 for English, math, science, and social studies in the school years 2008-2009, 2009-2010, 2010-2011.
4. The absence data desegregated to only include personal and sick leave for grades 9-12 and by content areas English, math, science, and social studies for the years 2008-2009, 2009-2010, 2010-2011.
5. Teachers with more than four absences in grades 9 -12
6. Then teachers in content areas English, math, science, and social studies with five or more absences for grades 9 – 12 for school years 2008-2009, 2009-2010, 2010-2011.

The researcher was familiar with the nature of the data that was requested. The school district was asked to provide archival financial data related to teacher absenteeism. Costs associated with the cost of teacher absenteeism as well as, archival data disaggregated by high schools and by grade level and content areas. Content areas are defined as curricular departments within the campus master schedule such as science, mathematics, English, and social studies. The District was asked to provide teacher

archival attendance data for the entire district as well as by grade level (9–12) and content area. The on-line survey was administered during the winter term during February of 2011, to 1414 high school teachers in grades nine through twelve. The researcher sent an email to all high school teachers, grades nine through twelve stating the purpose of the on-line survey. The on-line survey took approximately 25 minutes to complete. The on-line survey was voluntary and anonymous, and teachers had an option of not participating in this study without any repercussions. The on-line survey was administered through surveymonkey.com. The study's participants were assured of the anonymity of the data. The participants were assured that the results of the survey are confidential. It was stated: "Email the survey and survey will be returned via web service without identifying information as to who returned the survey. Survey monkey will be utilized to conduct the survey."

The Data Analysis Procedures

In order to address research question one, the survey data was analyzed using the Statistical Package for the Social Sciences version 18.0 (SPSS). Descriptive statistics and item analysis were used to test variation within and distribution among the responses. The main application of factor analysis techniques was as follows: "(1) to reduce the number of variables and (2) to detect structure in the relationships between variables, that is to classify variables" (Electronic Statistics Textbook, 2008). Therefore, factor analysis was applied as a data reduction or structure detection method. Once the factors were identified and checked for internal reliability, the factor strengths were computed using summation of item scores.

Table 3.7**Research Design and Data Analysis Summary**

| Research Questions | Data Source | Collection Procedure | Data Analysis |
|--|--|---|---|
| <i>1. What are the characteristics of why teachers are absent?</i> | Sample of 1414 high school teachers grades 9-12 who took the on-line survey Organizational Climate Descriptive Questionnaire (OCDQ) that will be administered through surveymonkey.com named teacher absenteeism. | Anonymous on-line survey results collected through surveymonkey.com on teacher absenteeism. | SPSS (descriptive statistics) |
| <i>2. What are the study district's financial costs associated with teacher absenteeism from 2008-2010?</i> | Financial archival data collected from a large suburban southwestern school district in the Houston region over two and half school years (2008-2010). | Financial archival data from school years 2008 – 2010. | Descriptive Comparison |
| <i>3. Are there differences in teacher absenteeism by content areas (English, math, science, and social studies at the high school level (9-12)?</i> | High School absenteeism archival data collected from a large suburban southwestern school district in the Houston region over two and half school years (2008-2011). | Teacher absenteeism archival data collected from school years 2008 – 2010. | Descriptive comparison by grade level and content area. |

Table format provided by Freiberg H. J., (1989-2010)

Limitations

The absenteeism of teachers is a sensitive issue in the secondary schools surveyed. The responses to the items by the participants may have been influenced by the significance of the research topic. The educators may have responded based on how the District and their administrators regard the issue of absenteeism. The study was conducted in one school district to one segment of the school population, high school grades 9-12, making the generalization of the study to other school districts limited to only high schools grades 9-12 in the state of Texas in suburban areas.

Implications for Practice

According to the District, teacher absenteeism disrupts the routines and relationships that support learning. Teachers have to re-teach lessons or reallocate instructional time to review classroom rules and procedures upon returning from an absence (Superintendent, 2010). The Superintendent also reported that not only loss of quality instruction occurs, but teacher absenteeism and the use of substitutes take away valuable dollars that could be spent in the classroom.

Teacher absences cost the large suburban southwestern school district approximately \$4.3 million in the 2009- 2010 school year in substitute wages. The absences equated to approximately 40 teaching positions or 80 paraprofessional positions. Superintendent (2010), stated that the absenteeism rate has been above the national average, and the initial 2010-2011 school year indicates the trend will continue. Superintendent (2010) provided an example of Friday, September 24, 2010: In just that one day the district spent \$20,400 on substitute teachers. In a six week period since

school had opened for the 2010-2011 school year, the District spent \$375,450 on substitutes large amount of money in a time of shrinking budgets.

More research is needed on the issue of teacher absenteeism since it affects school districts' budgets. The budget impacts student instruction and achievement, so further investigation into this realm is needed.

CHAPTER FOUR

Results

Introduction

The purpose of this study was to analyze selected factors that affect the absenteeism of secondary public school teachers. The previous chapter described the methods used to design the survey and collect and analyze the data for the study. The following three research questions were explored utilizing descriptive statistics and descriptive comparison. *Research Question I.* This section includes the results of the data analysis for the study. Specifically, this section includes the results of the descriptive statistics associated with the research question: What are the characteristics of why teachers are absent? The results and analysis begin with the participants and are then organized by each of the three research questions in the study.

Results of Descriptive Analysis

What are the characteristics of why teachers are absent? Research Question II. What are the study district's financial costs associated with teacher absenteeism? Research Question III. What are the differences in teacher absenteeism by grade levels taught at the high school (9-12), and content areas?

Participants

According to the analysis of the descriptive data for the teacher participants of the survey, a total of 441 surveys were completed and returned from the 1,414 surveys distributed for a 31.18 percent return rate.

A description of each variable, including the frequency and percentage, are presented in Table 4.1 – Table 4.9. Three hundred eighty five participants completed the demographic information section. Results were analyzed using descriptive statistics to show the frequency and percent of participants for the demographic data and background characteristics of the teacher in this study.

As illustrated in Table 4.1 more teachers participating in the on-line survey were women ($n = 274$, 71.8%) than men ($n = 111$, 28.2%). The study district employs 1,414 high school teachers comprised of 63 percent females ($n = 885$) and 37 percent males ($n = 529$) making the sample size comparable to the District.

Table 4.1

Frequency and Percentages of Participants' Gender

| Gender | f | % |
|--------|-----|---------|
| Male | 111 | 28.20% |
| Female | 274 | 71.80% |
| Total | 385 | 100.00% |

The data in Table 4.2 provides a summary of the age groups of the participants showing that the majority of teachers were in the 31 - 35 age group ($n = 65$, 16.9%) or 26 – 30 age group ($n = 57$, 14.8%).

Table 4.2*Frequency and Percentages of Participants' Ages*

| Age | f | % |
|-------|-----|------|
| 20-25 | 18 | 4.7 |
| 26-30 | 57 | 14.8 |
| 31-35 | 65 | 16.9 |
| 36-40 | 49 | 12.7 |
| 41-45 | 48 | 12.5 |
| 46-50 | 37 | 9.6 |
| 51-55 | 52 | 13.5 |
| 56-60 | 44 | 11.4 |
| 61-65 | 14 | 3.6 |
| 66+ | 1 | 0.3 |
| Total | 385 | 100 |

As shown in Table 4.3, the data provides a summary of the years of experience of the participants showing that the majority of teachers were in the six to ten years of experience group ($n = 97$, 25.5%) and the 11 to 15 years of experience group ($n = 78$, 20.5%).

Table 4.3*Frequency and Percentages of Participants' Years of Experience*

| Years of experience | f | % |
|---------------------|-----|------|
| 1 to 5 | 72 | 18.9 |
| 6 to 10 | 97 | 25.5 |
| 11 to 15 | 78 | 20.5 |
| 16 to 20 | 53 | 13.9 |
| 21 to 25 | 26 | 6.8 |
| 25 to 30 | 30 | 7.9 |
| 31 to 35 | 24 | 6.5 |
| Total | 380 | 100 |

As shown in Table 4.4, the data provides a summary of the number of years in the district of the participants showing that the majority of teachers were in the one to five number of years in the district ($n = 149$, 38.9%) and the six to ten number of years in the district ($n = 110$, 28.7%).

Table 4.4*Frequency and Percentages of Participants Number of Years in the Study District*

| Years in District | f | % |
|-------------------|-----|------|
| 1 to 5 | 149 | 38.9 |
| 6 to 10 | 110 | 28.7 |
| 11 to 15 | 66 | 17.2 |
| 16 to 20 | 27 | 7 |
| 21 to 25 | 18 | 4.7 |
| 26 to 30 | 8 | 2.2 |
| 30+ | 5 | 1.3 |
| Total | 383 | 100 |

As shown in Table 4.5, the data provides a summary of the number of years at the participant's current campus of the participants showing that the majority of teachers were in the one to five number of years at their current campus ($n = 226, 59.2\%$) and the 6 to 10 number of years at their current campus ($n = 73, 19.1\%$).

Table 4.5*Frequency and Percentages of Participants at Their Current Campus*

| Years current campus | f | % |
|----------------------|-----|------|
| 1 to 5 | 226 | 59.2 |
| 6 to 10 | 73 | 19.1 |
| 11 to 15 | 48 | 12.6 |
| 16 to 20 | 23 | 6 |
| 21 to 25 | 5 | 1.3 |
| 26 to 30 | 3 | 0.8 |
| 30+ | 4 | 1 |
| Total | 382 | 100 |

As shown in Table 4.6, the majority of the teachers in the sample earned a bachelor's degree ($n = 211$, 55.3%) or a master's degree ($n = 168$, 44.1%).

Table 4.6*Frequency and Percentages of Participants' Highest Degree Earned*

| Degree Earned | f | % |
|----------------------|-----|------|
| Bachelor | 79 | 20.7 |
| Bachelor + add hours | 132 | 34.6 |
| Masters | 87 | 22.8 |
| Masters + add hours | 81 | 21.3 |
| Doctoral | 2 | 0.6 |
| Doctoral + add hours | 0 | 0 |
| Total | 381 | 100 |

As shown in Table 4.7, the majority of the teachers in the sample will definitely remain in teaching next year ($n = 211, 55.1\%$) or probably will remain in teaching next year ($n = 109, 28.3\%$).

Table 4.7

Frequency and Percentages of Participants Who Plan to Remain in Teaching Next Year

| Next year plan | f | % |
|-----------------|-----|------|
| Definitely not | 9 | 2.3 |
| Probably not | 20 | 5.2 |
| uncertain | 35 | 9.1 |
| Probably will | 109 | 28.3 |
| Definitely will | 212 | 55.1 |
| Total | 385 | 100 |

As shown in Table 4.8, the majority of the teachers in the sample will definitely remain in teaching for the next two years ($n = 170, 44.2\%$) or probably will remain in teaching in the next two years ($n = 113, 29.4\%$).

Table 4.8*Frequency and Percentages of Participants Who Plan to Remain in Teaching Two Years Later*

| Next year plan | f | % |
|-----------------|-----|------|
| Definitely not | 22 | 5.7 |
| Probably not | 22 | 5.7 |
| uncertain | 58 | 15 |
| Probably will | 113 | 29.4 |
| Definitely will | 170 | 44.2 |
| Total | 385 | 100 |

As shown in Table 4.9, the majority of the teachers in the sample will definitely remain in teaching for the next five years ($n = 115$, 30%) or probably will remain in teaching in the next five years ($n = 89$, 23.2%).

Table 4.9

Frequency and Percentages of Participants Who Plan to Remain in Teaching Five Years Later

| Next year plan | f | % |
|-----------------|-----|------|
| Definitely not | 44 | 11.5 |
| Probably not | 44 | 11.5 |
| uncertain | 91 | 23.8 |
| Probably will | 89 | 23.2 |
| Definitely will | 115 | 30 |
| Total | 383 | 100 |

Research Question One

Research Question One was: What are the characteristics of why teachers are absent? The *Teacher Absenteeism* on-line survey data was analyzed using descriptive statistics utilizing SPSS 18.0. On this 77 item on-line survey, teachers were asked to rate their perceptions as to the degree in a Likert scale style (1 = rarely occurs; 2 = sometimes occurs; 3 = often occurs; 4 = very frequently occurs).

The results of the survey are in Table 4.10. Descriptive statistics were utilized and the frequency, valid percent, mean and standard deviation were examined for each of the 68 perception questions. The remaining nine questions consisted of demographical information and are represented in Tables 4.1 through 4.9.

Table 4.10*Counts and Percentages for Secondary School Climate Survey (N=440)*

| Survey Items | Responses | | | | M | SD |
|--|-----------|--------|--------|--------|------|-------|
| | 1 | 2 | 3 | 4 | | |
| Teacher's closest friends are other faculty members at this school. | 54 | 235 | 110 | 37 | 2.3 | 0.793 |
| | 12.40% | 53.90% | 25.20% | 8.50% | | |
| The mannerisms of teachers at this school are annoying. | 148 | 240 | 40 | 7 | 1.78 | 0.671 |
| | 34.00% | 55.20% | 9.20% | 1.60% | | |
| Teachers spend time after school with students who have individual problems. | 18 | 109 | 197 | 109 | 2.92 | 0.815 |
| | 4.20% | 25.20% | 45.50% | 25.20% | | |
| Instructions for the operation of teaching aids are available. | 60 | 158 | 146 | 68 | 2.51 | 0.919 |
| | 13.90% | 36.60% | 33.80% | 15.70% | | |
| Teachers invite other faculty to visit them at home. | 122 | 222 | 78 | 10 | 1.94 | 0.744 |
| | 28.20% | 51.40% | 18.10% | 2.30% | | |
| There is a minority group of teachers who oppose the majority. | 177 | 183 | 59 | 13 | 1.79 | 0.789 |
| | 41.00% | 42.40% | 13.70% | 3.00% | | |
| Extra books are available for classroom use. | 140 | 159 | 91 | 38 | 2.06 | 0.945 |
| | 32.70% | 37.10% | 21.30% | 8.90% | | |
| Sufficient time is given to prepare administrative reports. | 143 | 175 | 99 | 15 | 1.97 | 0.836 |
| | 33.10% | 40.50% | 22.90% | 3.50% | | |
| Teachers know the family background of other faculty members. | 109 | 225 | 80 | 16 | 2.01 | 0.768 |
| | 25.30% | 52.30% | 18.60% | 3.70% | | |
| Teachers exert group pressure on non-conforming faculty members. | 218 | 179 | 24 | 13 | 1.61 | 0.727 |
| | 50.20% | 41.20% | 5.50% | 3.00% | | |
| In faculty meetings, there is a feeling of "let's get things done." | 63 | 120 | 164 | 76 | 2.6 | 0.949 |
| | 14.90% | 28.40% | 38.80% | 18.00% | | |

| | | | | | | |
|---|--------|--------|--------|--------|------|-------|
| Administrative paper work is burdensome at this school. | 27 | 137 | 127 | 133 | 2.86 | 0.935 |
| | 6.40% | 32.30% | 30.00% | 31.40% | | |
| Teachers talk about their personal life to other faculty members | 21 | 181 | 171 | 49 | 2.59 | 0.759 |
| | 5.00% | 42.90% | 40.50% | 11.60% | | |
| Teachers seek special favors from the principal. | 210 | 169 | 29 | 13 | 1.63 | 0.746 |
| | 49.90% | 40.10% | 6.90% | 3.10% | | |
| School supplies are readily available for use in class work. | 74 | 162 | 132 | 52 | 2.39 | 0.916 |
| | 17.60% | 38.60% | 31.40% | 12.40% | | |
| Student progress reports require too much work. | 137 | 178 | 70 | 40 | 2.03 | 0.93 |
| | 32.20% | 41.90% | 16.50% | 9.40% | | |
| Teachers have fun socializing together during school time. | 106 | 190 | 105 | 20 | 2.09 | 0.827 |
| | 25.20% | 45.10% | 24.90% | 4.80% | | |
| Teachers interrupt other faculty members who are talking in staff meetings. | 284 | 113 | 20 | 6 | 1.4 | 0.649 |
| | 67.10% | 26.70% | 4.70% | 1.40% | | |
| Most of the teachers here accept the faults of their colleagues. | 38 | 162 | 185 | 34 | 2.51 | 0.771 |
| | 9.10% | 38.70% | 44.20% | 8.10% | | |
| Teachers have too many committee requirements. | 131 | 171 | 70 | 49 | 2.09 | 0.968 |
| | 31.10% | 40.60% | 16.60% | 11.60% | | |
| There is considerable laughter when teachers gather informally. | 15 | 139 | 172 | 88 | 2.8 | 0.81 |
| | 3.60% | 33.60% | 41.50% | 21.30% | | |
| Teachers ask nonsensical questions in faculty meetings. | 154 | 182 | 51 | 23 | 1.86 | 0.841 |
| | 37.60% | 44.40% | 12.40% | 5.60% | | |
| Custodial service is available when needed. | 11 | 55 | 127 | 220 | 3.35 | 0.809 |
| | 2.70% | 13.30% | 30.80% | 53.30% | | |
| Routine duties interfere with the job of teaching. | 42 | 148 | 121 | 102 | 2.69 | 0.957 |
| | 10.20% | 35.80% | 29.30% | 24.70% | | |
| Teachers prepare administrative reports by themselves. | 55 | 159 | 126 | 64 | 2.49 | 0.917 |
| | 13.60% | 39.40% | 31.20% | 15.80% | | |

| | | | | | | |
|--|--------|--------|--------|--------|------|-------|
| Teachers ramble when they talk in faculty meetings. | 169 | 178 | 40 | 20 | 1.78 | 0.815 |
| | 41.50% | 43.70% | 9.80% | 4.90% | | |
| Teachers at this school show much school spirit | 43 | 139 | 148 | 79 | 2.64 | 0.91 |
| | 10.50% | 34.00% | 36.20% | 19.30% | | |
| The principal goes out of the way to help teachers. | 74 | 123 | 136 | 73 | 2.51 | 0.988 |
| | 18.20% | 30.30% | 33.50% | 18.00% | | |
| The principal helps teachers solve personal problems. | 168 | 155 | 62 | 16 | 1.82 | 0.837 |
| | 41.90% | 38.70% | 15.50% | 4.00% | | |
| Teachers at this school stay by themselves. | 89 | 245 | 65 | 14 | 2.01 | 0.714 |
| | 21.50% | 59.30% | 15.70% | 3.40% | | |
| The teachers accomplish their work with great enthusiasm, vigor, and pleasure. | 32 | 180 | 175 | 19 | 2.45 | 0.707 |
| | 7.90% | 44.30% | 43.10% | 4.70% | | |
| The principal sets an example by working hard. | 32 | 81 | 164 | 127 | 2.96 | 0.912 |
| | 7.90% | 20.00% | 40.60% | 31.40% | | |
| The principal does personal favors for teachers. | 192 | 167 | 25 | 6 | 1.6 | 0.679 |
| | 49.20% | 42.80% | 6.40% | 1.50% | | |
| Teachers eat lunch by themselves in their own classrooms. | 93 | 200 | 80 | 31 | 2.12 | 0.85 |
| | 23.00% | 49.50% | 19.80% | 7.70% | | |
| The morale of the teachers is high. | 138 | 161 | 85 | 23 | 1.98 | 0.881 |
| | 33.90% | 39.60% | 20.90% | 5.70% | | |
| The principal uses constructive criticism. | 59 | 159 | 132 | 53 | 2.44 | 0.897 |
| | 14.60% | 39.50% | 32.80% | 13.20% | | |
| The principal stays after school to help teachers finish their work. | 245 | 96 | 39 | 16 | 1.56 | 0.829 |
| | 61.90% | 24.20% | 9.80% | 4.00% | | |
| Teachers socialize together in small select groups. | 13 | 119 | 198 | 74 | 2.82 | 0.76 |
| | 3.20% | 29.50% | 49.00% | 18.30% | | |
| The principal makes all class-scheduling decisions. | 129 | 126 | 83 | 56 | 2.17 | 1.049 |
| | 32.70% | 32.00% | 21.10% | 14.20% | | |

| | | | | | | |
|---|--------|--------|--------|--------|------|-------|
| Teachers are contacted by the principal each day. | 228 | 102 | 51 | 20 | 1.66 | 0.883 |
| | 56.90% | 25.40% | 12.70% | 5.00% | | |
| The principal is well prepared when they speak at school functions. | 21 | 49 | 146 | 183 | 3.23 | 0.861 |
| | 5.30% | 12.30% | 36.60% | 45.90% | | |
| The principal helps staff members settle minor differences. | 108 | 161 | 94 | 25 | 2.09 | 0.878 |
| | 27.80% | 41.50% | 24.20% | 6.40% | | |
| The principal schedules the work for the teachers. | 138 | 152 | 65 | 27 | 1.95 | 0.902 |
| | 36.10% | 39.80% | 17.00% | 7.10% | | |
| Teachers leave the grounds during the school day. | 207 | 146 | 35 | 9 | 1.61 | 0.742 |
| | 52.10% | 36.80% | 8.80% | 2.30% | | |
| The principal criticizes a specific act rather than a staff member. | 50 | 116 | 154 | 70 | 2.63 | 0.923 |
| | 12.80% | 29.70% | 39.50% | 17.90% | | |
| Teachers help select which courses will be taught. | 173 | 161 | 46 | 11 | 1.73 | 0.776 |
| | 44.20% | 44.10% | 11.80% | 2.80% | | |
| The principal corrects teachers mistakes. | 51 | 207 | 99 | 24 | 2.25 | 0.764 |
| | 13.40% | 54.30% | 26.00% | 6.30% | | |
| The principal talks a great deal. | 127 | 139 | 71 | 55 | 2.14 | 1.025 |
| | 32.40% | 35.50% | 18.10% | 14.00% | | |
| The principal explains the reasons for criticism to teachers. | 51 | 136 | 138 | 59 | 2.53 | 0.908 |
| | 13.30% | 35.40% | 35.90% | 15.40% | | |
| The principal tries to get better salaries for teachers. | 277 | 65 | 23 | 15 | 1.41 | 0.776 |
| | 72.90% | 17.10% | 6.10% | 3.90% | | |
| Extra duty for teachers is posted conspicuously. | 145 | 105 | 85 | 53 | 2.12 | 1.062 |
| | 37.40% | 27.10% | 21.90% | 13.70% | | |
| The rules set by the principal are never questioned | 71 | 189 | 86 | 35 | 2.22 | 0.855 |
| | 18.60% | 49.60% | 22.60% | 9.20% | | |
| The principal looks out for the personal welfare of teachers | 75 | 118 | 114 | 80 | 2.51 | 1.026 |
| | 19.40% | 30.50% | 29.50% | 20.70% | | |
| School Secretarial service is available for school use | 186 | 97 | 59 | 44 | 1.9 | 1.041 |

| | | | | | | |
|--|--------|--------|--------|--------|------|-------|
| | 48.20% | 25.10% | 15.30% | 11.40% | | |
| The principal runs the faculty meeting like a business | 59 | 140 | 118 | 69 | 2.51 | 0.957 |
| | 15.30% | 36.30% | 30.60% | 17.90% | | |
| The principal is in the building before the teachers arrive | 72 | 115 | 98 | 101 | 2.59 | 1.068 |
| | 18.70% | 29.80% | 25.40% | 26.20% | | |
| Teachers work together preparing administrative reports | 108 | 195 | 68 | 12 | 1.96 | 0.765 |
| | 28.20% | 50.90% | 17.80% | 3.10% | | |
| Faculty meeting are organized according to a tight agenda | 37 | 120 | 131 | 99 | 2.75 | 0.944 |
| | 9.60% | 31.00% | 33.90% | 25.60% | | |
| Faculty meetings are mainly principal report meetings | 65 | 164 | 97 | 61 | 2.4 | 0.945 |
| | 16.80% | 42.40% | 25.10% | 15.80% | | |
| The principal tells teachers of new ideas they have run across | 59 | 153 | 127 | 49 | 2.43 | 0.896 |
| | 15.20% | 39.40% | 32.70% | 12.60% | | |
| Teachers talk about leaving the school system | 40 | 118 | 105 | 123 | 2.81 | 1.002 |
| | 10.40% | 30.60% | 27.20% | 31.90% | | |
| The principal checks the subject matter ability of teachers | 111 | 157 | 89 | 20 | 2.05 | 0.862 |
| | 29.40% | 41.60% | 23.60% | 5.30% | | |
| The principal is easy to understand | 31 | 62 | 120 | 171 | 3.12 | 0.958 |
| | 8.10% | 16.10% | 31.30% | 44.50% | | |
| Teachers are informed of the results of a supervisor visit | 60 | 110 | 123 | 93 | 2.65 | 1.012 |
| | 15.50% | 28.50% | 31.90% | 24.10% | | |
| Grading practices are standardized at this school | 30 | 103 | 159 | 95 | 2.82 | 0.89 |
| | 7.80% | 26.60% | 41.10% | 24.50% | | |
| The principal ensures that teachers work to their full capacity | 42 | 132 | 143 | 64 | 2.6 | 0.893 |
| | 11.00% | 34.60% | 37.50% | 16.80% | | |
| Teachers leave the building as soon as possible at the day's end | 52 | 186 | 98 | 49 | 2.37 | 0.872 |
| | 13.5 | 48.3 | 25.6 | 12.7 | | |
| The principal clarifies wrong ideas a teacher may have | 44 | 187 | 124 | 24 | 2.34 | 0.764 |
| | 11.6 | 49.3 | 32.7 | 6.3 | | |

Research Question One: Survey Items Analysis

This section reports on the results of the data analysis for the on-line survey. Specifically, this section includes the results of the descriptive statistics associated with research question one: What are the characteristics of why teachers are absent? The following thirteen survey items are discussed as they had the most significant differences in the results. The survey items discussed are in the following order: 6, 12, 16, 20, 21, 23, 32, 34, 35, 52, 61, 65, and 67.

Survey item 6 stated: There is a minority group of teachers who oppose the majority. The results showed 83.4 percent agreed that the minority group does not oppose the majority group ($n = 177, 4\%$; $n = 183, 42.4\%$) with a ($M = 1.79, SD = .78$).

Survey item 12 stated: Administrative paper work is burdensome at this school. The results showed 61.4 percent agreed that administrative paper work is burdensome ($n = 127, 30\%$; $n = 133, 31.4\%$) with a ($M = 2.86, SD = .93$). The result also reveals 38.6 percent do not believe administrative paper work is burdensome.

Survey item 16 stated: Student progress reports require too much work. The results showed 74.1 percent agreed that student progress reports do not require too much work ($n = 137, 32.2\%$; $n = 178, 41.9\%$) with a ($M = 2.03, SD = .93$). The results also reveal 25.9 percent do believe student progress reports require too much work.

Survey item 20 stated: Teachers have too many committee requirements. The results showed 71.7 percent agreed that teachers do not have too many committee requirements ($n = 131, 31.1\%$; $n = 171, 40.6\%$) with a ($M = 2.09, SD = .968$). The results also reveal 28.3 percent do believe there are too many committee requirements.

Survey item 21 stated: There is considerable laughter when teachers gather informally. The results showed 62.8 percent agreed there is considerable laughter when teachers gather informally ($n = 172$, 41.5%; $n = 88$, 21.3%) with a ($M = 2.8$, $SD = .81$). The results also reveal 37.2 percent believe there is not considerable laughter when teachers gather informally.

Survey item 23 stated: Custodial service is available when needed. The results showed 84.1 percent agreed that custodial service is available when needed ($n = 127$, 30.8%; $n = 220$, 53.3%) with a ($M = 3.35$, $SD = .80$).

Survey item 32 stated: The principal sets an example by working hard. The results showed 72 percent agreed the principal does set an example by working hard ($n = 164$, 40.6%; $n = 127$, 31.4%) with a ($M = 2.96$, $SD = .91$). The results also reveal 28 percent do not believe the principal sets an example by working hard.

Survey item 34 stated: Teachers eat lunch by themselves in their own classrooms. The results showed 72.5 percent disagreed that teachers eat lunch by themselves in their own classrooms ($n = 200$, 49.5%; $n = 93$, 23%) with a ($M = 2.12$, $SD = .85$). The results also reveal 27.5 percent do eat lunch by themselves in their own classrooms.

Survey item 35 stated: The morale of the teachers is high. The results showed 73.5 percent disagreed that the morale of the teachers is high ($n = 138$, 33.9%; $n = 161$, 39.6%) with a ($M = 1.98$, $SD = .88$).

Survey item 52 stated: The rules set by the principal are never questioned. The results showed 68.2 percent agreed that the rules set by the principal are never questioned

($n = 71$, 18.6%; $n = 189$, 49.6%) with a ($M = 2.22$, $SD = .855$). The results also reveal 31.8 percent do question the rules set by the principal.

Survey item 61 stated: Teachers talk about leaving the school system. The results showed 59.1% agreed that teachers talk about leaving the school system ($n = 228$, 59.1%) with a ($M = 2.81$, $SD = 1.002$). Teachers in the demographic section of the survey indicated that 26.4 percent of the teachers may leave the district within the next two years.

Survey item 65 stated: Grading procedures are standardized at this school. The results showed 65.6 percent agreed that grading procedures are standardized at this school ($n = 159$, 41.1%; $n = 95$, 24.5%) with a ($M = 2.6$, $SD = .893$). The results also reveal 34.4 percent do not agree that grading procedures are standardized at this school.

Survey item 67 stated: Teachers leave the building as soon as possible at the day's end. The results showed 62 percent disagreed that teachers leave the building as soon as possible at the day's end ($n = 52$, 13.5%; $n = 186$, 48.3%) with a ($M = 2.37$, $SD = .872$). The results also show 38 percent do leave the building as soon as possible at the day's end.

Research Question Two

Research Question Two asked what are the study district's financial costs associated with teacher absenteeism? Financial archival data was collected from the study district from 2008-2010. Descriptive comparison was used to detail the results of the financial costs.

In the 2009-2010 school year the cost of substitutes in the District cost was \$4,300,000. The district has 73 campuses (11 high schools, 4 specialized schools, 13 middle schools, and 45 elementary schools) that averages \$58,904.11 per campus for substitutes for 2009-2010 school year. The District had approximately 70,000 students enrolled in 2009, and the cost per student for substitutes was \$61.43. In February 2011, the District reported that the fall semester of the 2010 school year, substitutes pay cost the district \$1,762,875. The study district does not have the financial data for substitutes for the 2008-2009 school year.

According to the study district, the administrative cost each year beginning in 2008, 2009, and ending in 2010, averages \$158,000 per year. The administrative cost for the district for each of the 73 campuses equates to \$2,164 each school year. The District spent \$2.25 per student on administrative cost to support substitutes. Over a three year period (2008-2010) the district spent \$474,000 in administrative costs to support substitutes in the district. This figure is not included in the substitute pay stated above. The District does its own substitute training, and the cost is absorbed through the \$158,000 per year administrative cost.

The cost of the electronic VIPER system used by the district to manage employee absences is \$10,000 per year. The VIPER system cost the district for each school \$137 per year for the 73 campuses. VIPER is an electronic system that utilizes both the telephone and internet for substitutes to use as well as teachers. The District stated they are in the process of looking for a newer system to replace the VIPER since it has become outdated and has been in use for 10 years.

Research Question Three

Research Question Three asked what are the differences in teacher absenteeism by content areas taught at the high school (9-12)? Figures 4.1 through 4.15 and Tables 4.11 through 4.15 show the results of the analysis of the district's teacher absenteeism for a total of 4,689 teachers. The study's high schools (9-12) participants included 1,414 teachers from the District. The core content areas (English, math, science, and social studies) totaled 705 teachers. Results were analyzed using descriptive comparisons to show the differences in absenteeism patterns.

Figure 4.1 below shows the number of teachers in the District that were absent during the 2008 – 2010 school years. In 2008 there were 22,325 teacher absences, and in school year 2009 there were 23,413 absences, and in the school year 2010 there were 20,472 absences. The school year 2010 indicates a decrease in teacher absenteeism of 1,853 teachers as compared to 2008 and 2,941 for 2009 with 2009 as having the highest number of absences reported for the District.

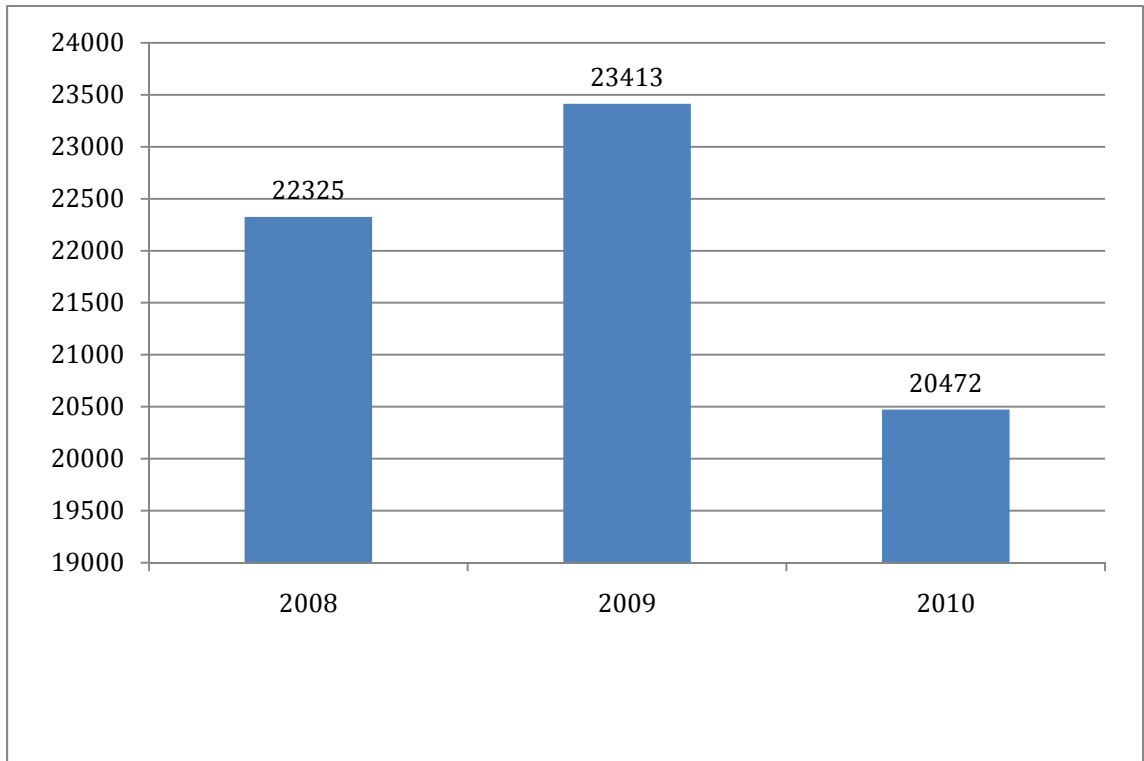
Figure 4.1*All Teachers (K-12) Absences for 2008 – 2010*

Figure 4.2 below shows the number of days absent in the study district for each school year (2008-2010). In 2008 there were 22,325 reported absences by teachers resulting in 42,633.5 days of absence for that year for the District. In 2009 there were 23,413 reported teacher absences resulting in 43,630 absence days for the study district. In 2010 there were 20,472 reported teacher absences resulting in 39,552.5 days of absences. The year 2010 had the lowest number of absences reported of the three years. From 2008 to 2010 there was a 7 percent reduction in absent days, and in 2009 to 2010 there was a 10 percent reduction in the number of days taken by teachers.

Figure 4.2

All Teachers in the Study District (K-12) Absent Days

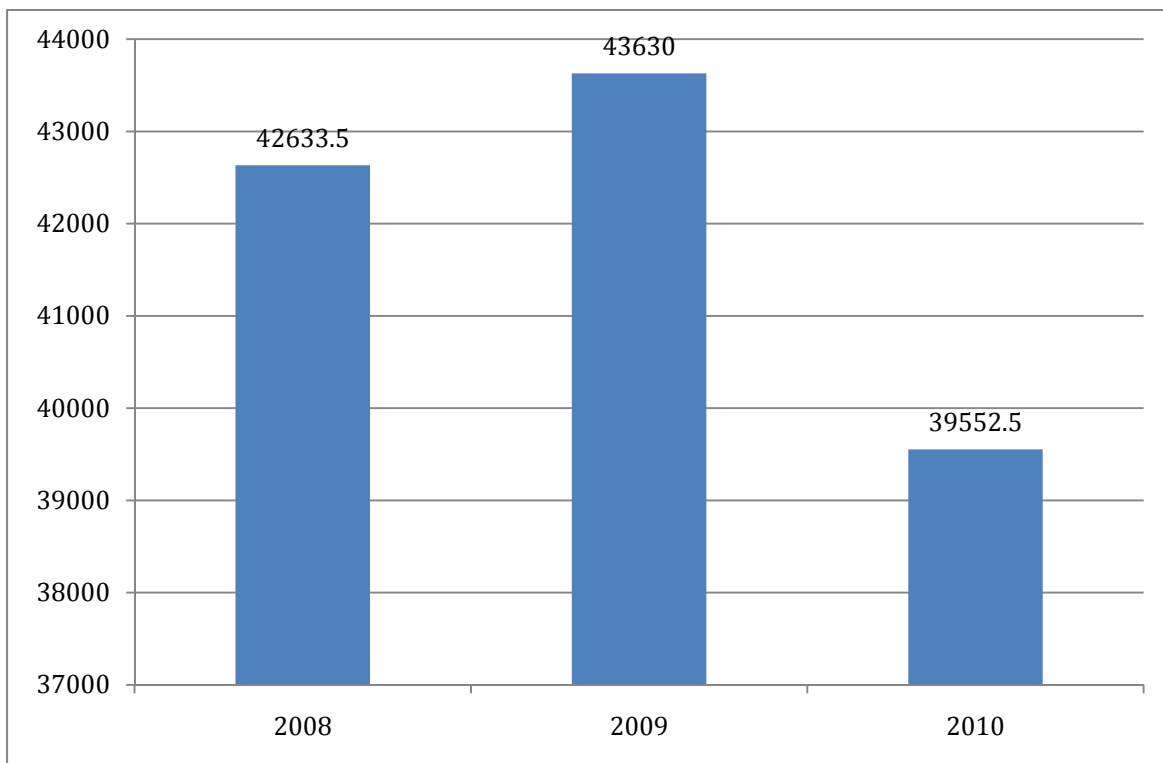


Figure 4.3 shows the absences reported by teachers from the study's high schools (9– 12). The 2010 school year shows a decline in the number of high school teacher absences compared to the 2008 and 2009 school years. The school year 2008 shows 1,336 teacher absences, and the school year 2009 shows teacher absences of 1,310, and the school year 2010 shows 1,061 absences. The school year 2010 shows a decrease by 21% in high school teacher reported absenteeism as compared to 2009. The 2010 teacher absent data (n = 1061) for the study high schools reveals that the high schools comprised 5 percent of the absences taken in the District (n = 20,472).

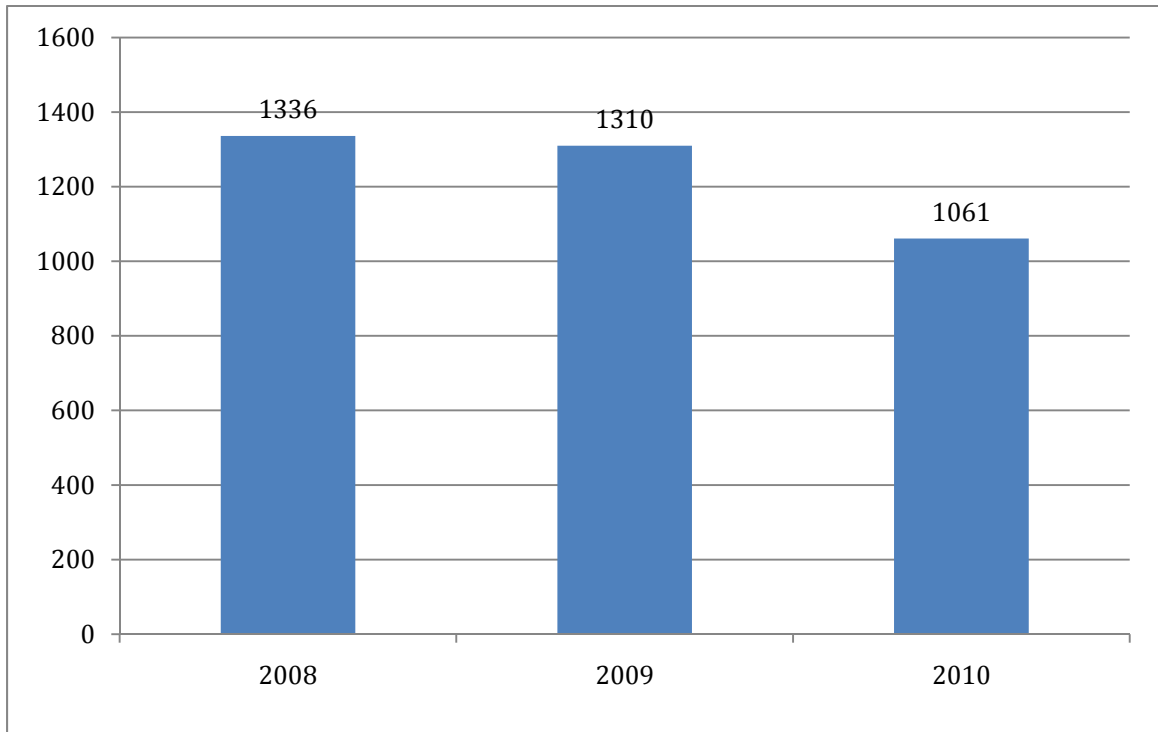
Figure 4.3*All High School Teachers (9-12) Absences*

Figure 4.4 shows the study high schools days of absence ($n = 4,231$) for 2010 compared to the study district's days of absence ($n = 39,552.5$) accounts for 11 percent of the number of days teachers took in the year. The study high schools in 2010 had a number of reduced absence days ($n = 4231$) by 64 percent from 2009 ($n = 11,796$). The reason for reduction will be discussed further in chapter five.

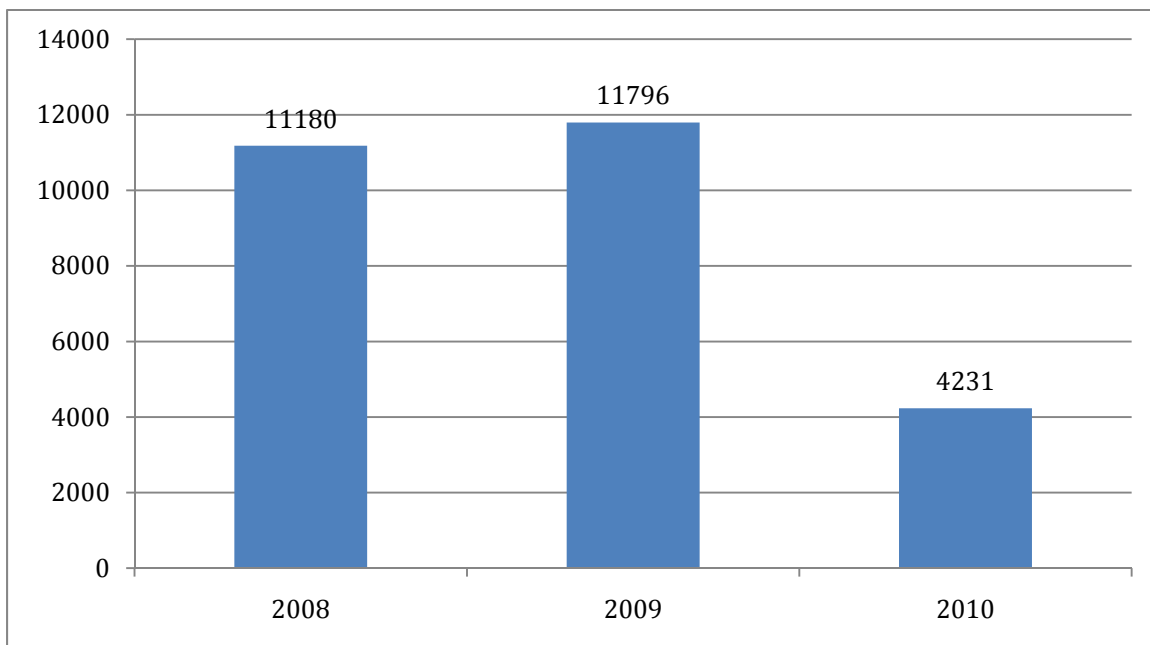
Figure 4.4*High School 9-12 Days of Absences*

Figure 4.5 shows all core content area (English, math, science, and social studies) teachers absences from the study's high schools teachers (9– 12) for the 2008 – 2010 school years in the District. The 2010 school year shows a decline in the number of high school teacher absences as compared to the 2008 and 2009 school years. The school year 2008 shows 707 teacher absences, and the school year 2009 shows teacher 709 absences, and the school year 2010 shows 582 absences. The school year 2010 shows a decrease of 127 absences as compared to 2008 and 2009. The possible reason for the drop will be discussed further in Chapter 5.

Figure 4.5

All Core Content Area (English, Math, Science, Social Studies) High School Teachers (9-12)

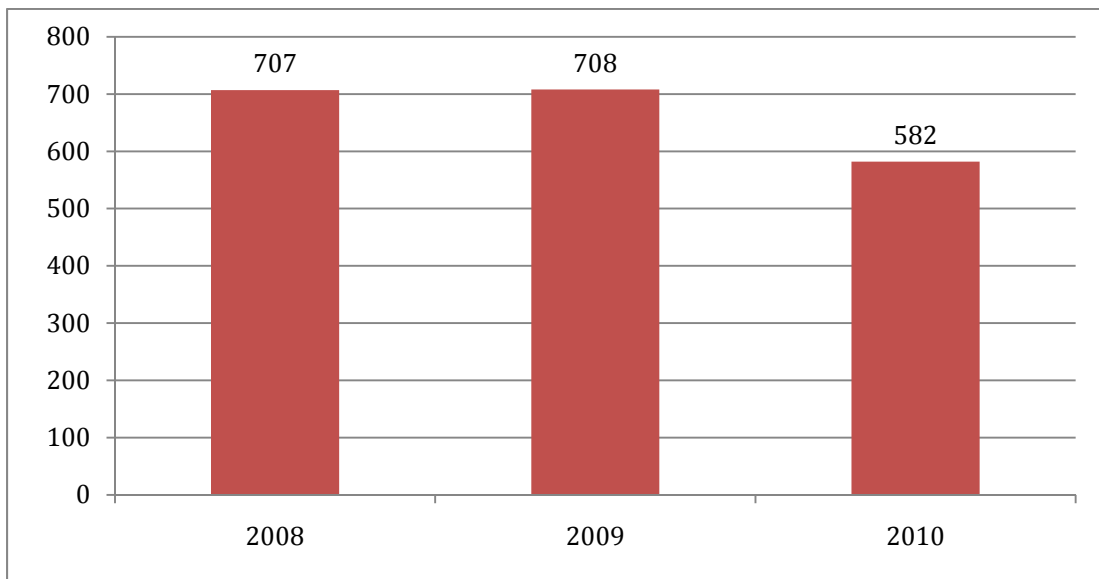


Figure 4.6 shows the number of days of absences per school year for 2008, 2009, and 2010 for all core content area (English, math, science, and social studies) teachers in the study's high schools (grades 9 – 12). The number of absences has dropped from 2008 (n = 5,661), 2009 (n = 5,627) to 2010 (n = 2,303). From 2009 to 2010 there was a 59 percent reduction in the number of teacher absences. In 2010, core content area teachers account for 46 percent of teacher absences (n = 2,303) as compared to all high school teachers (9-12) (n = 4,231). The study high schools' core content areas number of absences (n = 2,303) in 2010 as compared to the study district days of absence (n =39,552.5) accounts for 6 percent of days of teacher absences.

Figure 4.6

All Core Content Area Teacher Absence Days

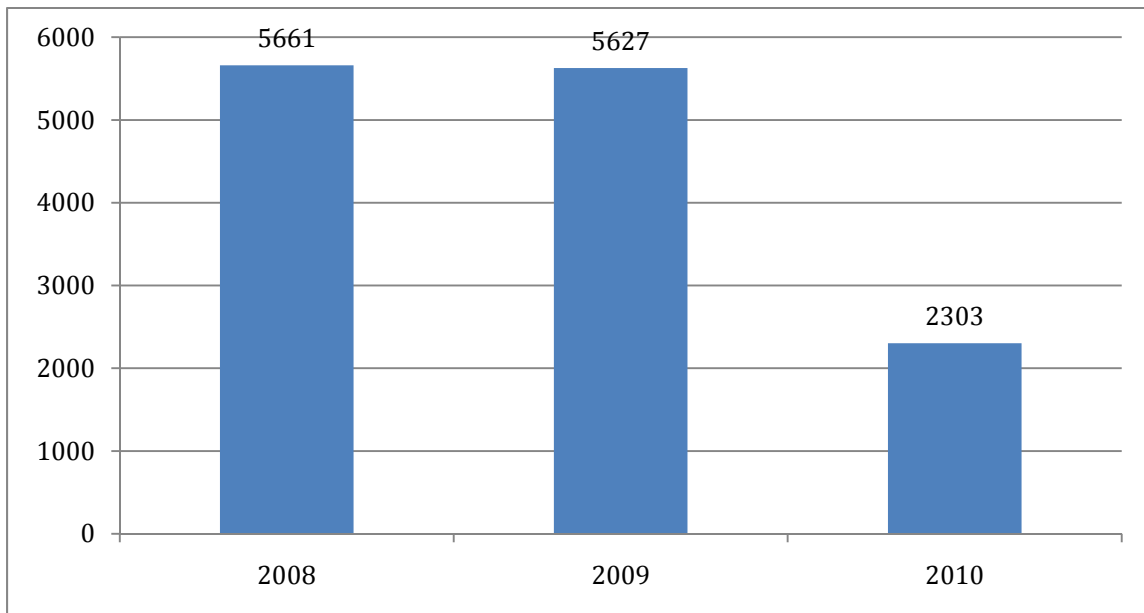
**Figure 4.7**

Figure 4.7 shows all the study school district English high school teachers (9– 12) absences for the 2008 – 2010 school years. The 2010 school year shows a decline in the number of high school teacher absences compared to the 2008 and 2009 school years. The school year 2008 shows 182 teacher absences, and the school year 2009 shows 182 teacher absences, and the school year 2010 shows 156 teacher absences. The school year 2010 shows a decrease by 14 percent in teacher absenteeism as compared to 2008 and 2009.

Figure 4.7

2008 - 2010 English Teacher Absences (9-12)

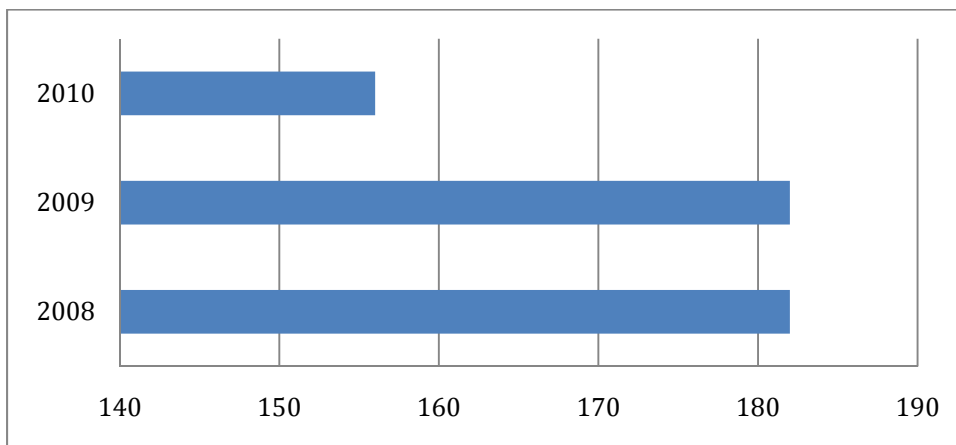


Figure 4.8 below shows the number of days of absences per school year for 2008, 2009, and 2010 for the study's high school English departments. The days of absences have continually dropped from 2008 ($n = 1,577$), 2009 ($n = 1,567$) to 2010 ($n = 680.5$). From 2009 to 2010 there was a reduction of 57 percent in the number of days of teacher absences. The English department days of absences ($n = 680.5$) accounts for 30 percent of the core content area teachers days of absences ($n = 2,303$) in the study's high schools. The English department days of absences ($n = 680.5$) for 2010 as compared to all high school teachers (9-12) days of absence ($n = 4,231$) accounts for 16 percent of the study's high schools. The English departments days of absence ($n = 680.5$) in 2010 as compared to the study district days of absence ($n = 39,552.5$) accounts for two percent of days of teacher absences.

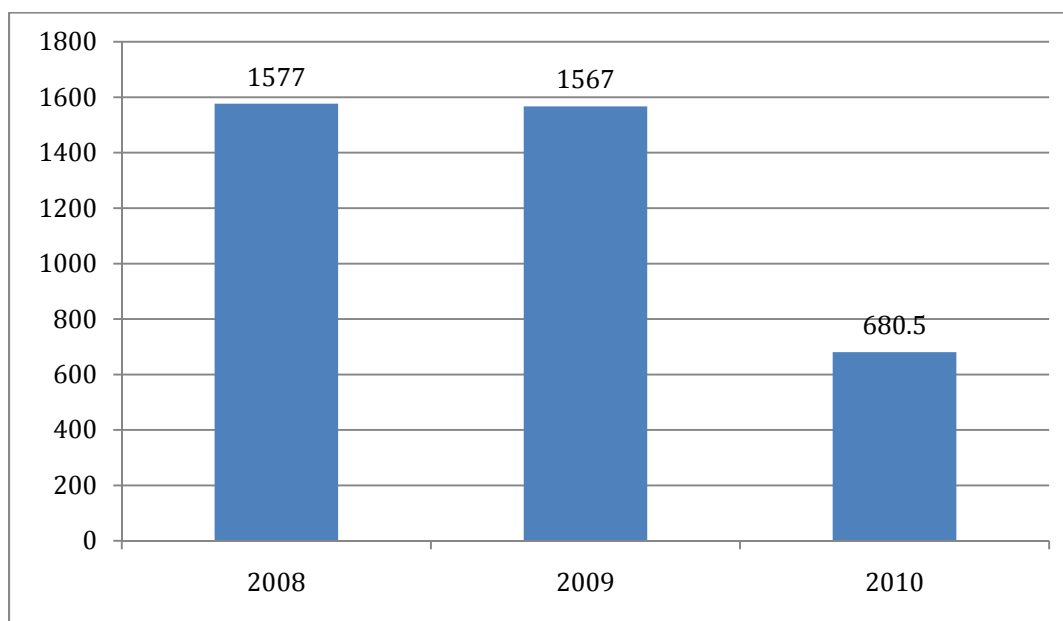
Figure 4.8*English Teacher Absent Days***Figure 4.9**

Figure 4.9 shows all study district's math high school teachers (9– 12) absences for the 2008 – 2010 school years. The 2010 school year does show a decline in the number of high school teacher absences compared to the 2008 and 2009 school years. The school year 2008 shows 186 teacher absences, and the school year 2009 shows 181 absences, and the school year 2010 shows 143 absences. The school year 2010 shows a decrease by 23 percent from 2008, and 21 percent in teacher absenteeism as compared to 2009.

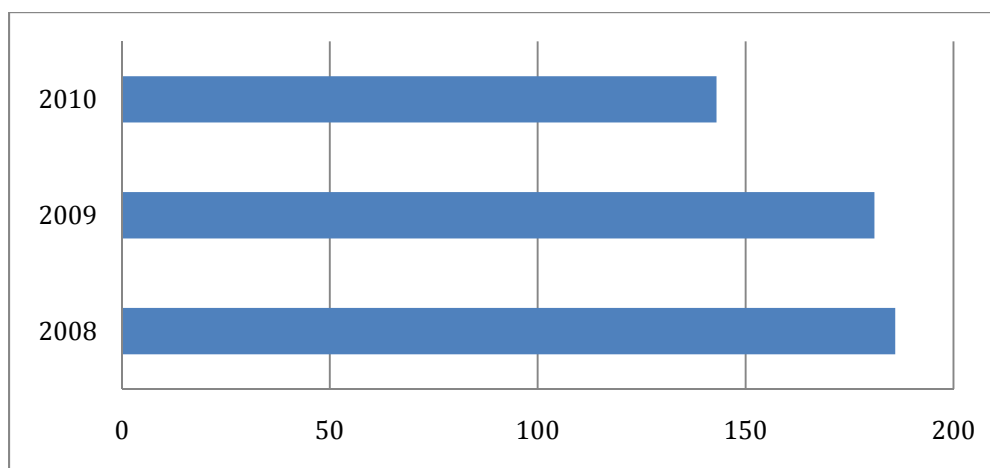
Figure 4.9*2008-2010 Math Teachers Absences (9 – 12)*

Figure 4.10 shows the number of days of absences per school year for 2008, 2009, and 2010 for the District's high school math department. The days of absences have dropped from 2008 ($n = 1,318$), to 2009 ($n = 1299.5$) to 2010 ($n = 524.5$). From 2009 to 2010 there was a reduction of 60 percent in the number of teacher absences in the math department. The math department days of absences ($n = 524.5$) accounts for 23 percent of the core content area teachers days of absences ($n = 2,303$) in the study's high schools. The math department days of absences ($n = 524.5$) for 2010 as compared to all high school teachers (9-12) days of absence ($n = 4,231$) accounts for 12 percent of the study's high schools. The math departments days of absence ($n = 524.5$) in 2010 as compared to the study district days of absence ($n = 39,552.5$) accounts for 1.3 percent of days of teacher absences.

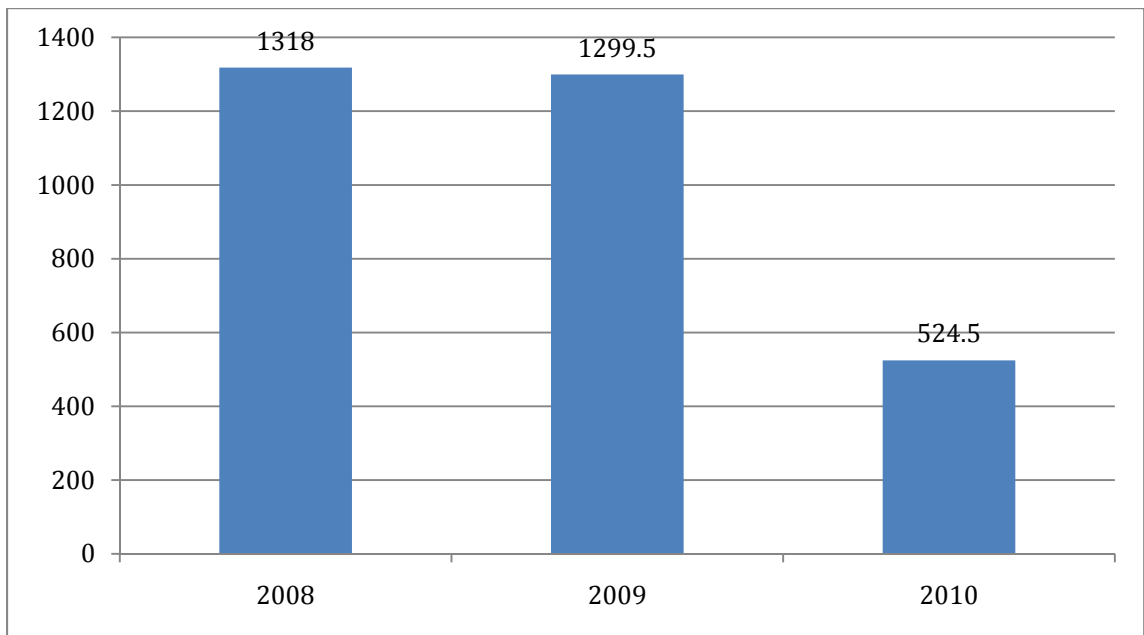
Figure 4.10*Math Teachers Absent Days*

Figure 4.11 shows all the study district's science high school teachers (9– 12) absences for the 2008 – 2010 school years. The 2010 school year shows a decline in the number of high school teacher absences as compared to the 2008 and 2009 school years. The school year 2008 shows 158 teacher absences. The school year 2009 shows 159 absences. The study district school year 2010 (January to December) shows 131 absences for science teachers. The school year 2010 shows a decrease by 18 percent in teacher absenteeism as compared to 2008 and 2009.

Figure 4.11

2008-2010 Study School District Science Teachers Absences (9 – 12)

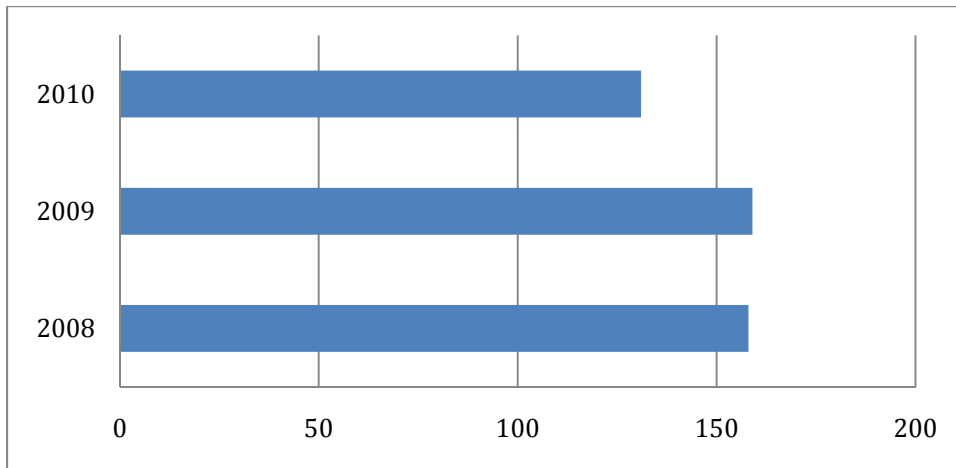


Figure 4.12 shows the number of absences per school year for 2008, 2009, and 2010 for the study's high schools science department. The absences have dropped from 2008 ($n = 1,283$), 2009 ($n = 1,241$) to 2010 ($n = 429$). From 2009 to 2010 there was a reduction of 65 percent in the number of teacher absences. The science department days of absences ($n = 429$) accounts for 19 percent of the core content area teachers days of absences ($n = 2,303$). The science department absences ($n = 429$) for 2010 as compared to all high school teachers (9-12) absences ($n = 4,231$) accounts for 10 percent of the total absences. The science departments' absences ($n = 429$) in 2010 accounts for one percent of days of the total District absences.

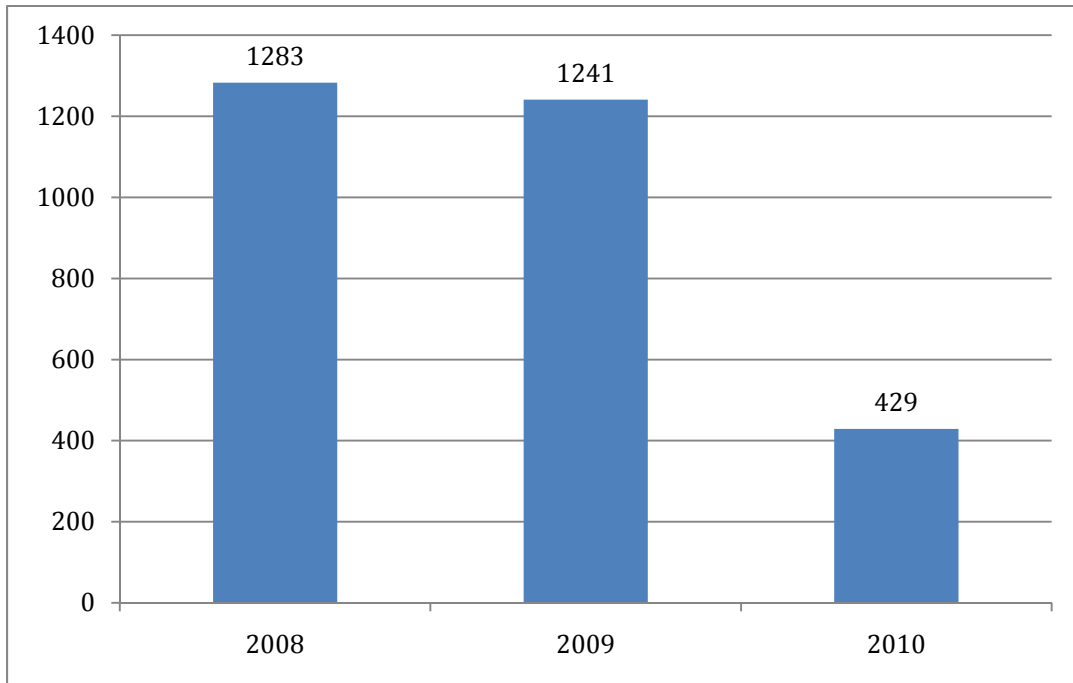
Figure 4.12*Science Teacher Absence Days*

Figure 4.13 shows the District's high school social studies teachers (9– 12) absences for the 2008 – 2010 school years. The 2010 school year shows a decline in the number of absences as compared to the 2008 and 2009 school years. In the 2008 school year, there were 181 absences for science teachers. In the 2009 school year, there were 180 absences. In the 2010 school year, there were 152 absences. The 2010 school year shows a decrease of 16 percent in teacher absenteeism as compared to 2008 and 2009.

Figure 4.13

2008 – 2010 Study School District Social Studies Teachers Absences (9-12)

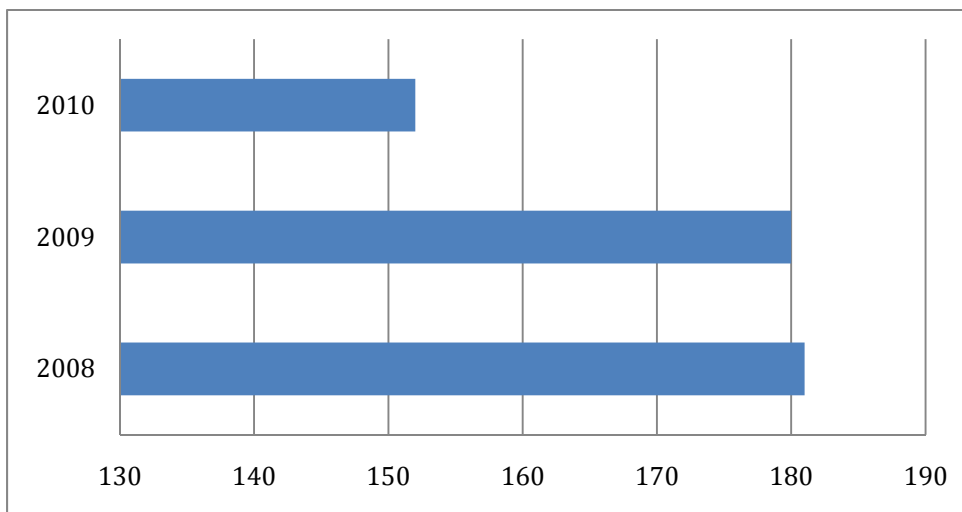


Figure 4.14 shows the number of absences per school year for 2008, 2009, and 2010 for the District's high school social studies departments. The absences have continually dropped from 2008 ($n = 1,483.5$), 2009 ($n = 1,520$) to 2010 ($n = 669.5$). From 2009 to 2010, there was a reduction of 56 percent in the number of social studies teacher absences. The social studies department absences ($n = 669.5$) accounts for 29 percent of the core content area absences ($n = 2,303$). The social studies department absences ($n = 669.5$) for 2010, accounts for 16 percent of the total number of high school teacher absences. The social studies department's absences ($n = 669.5$) in 2010, accounts for 1.7 percent of teacher absences for the District.

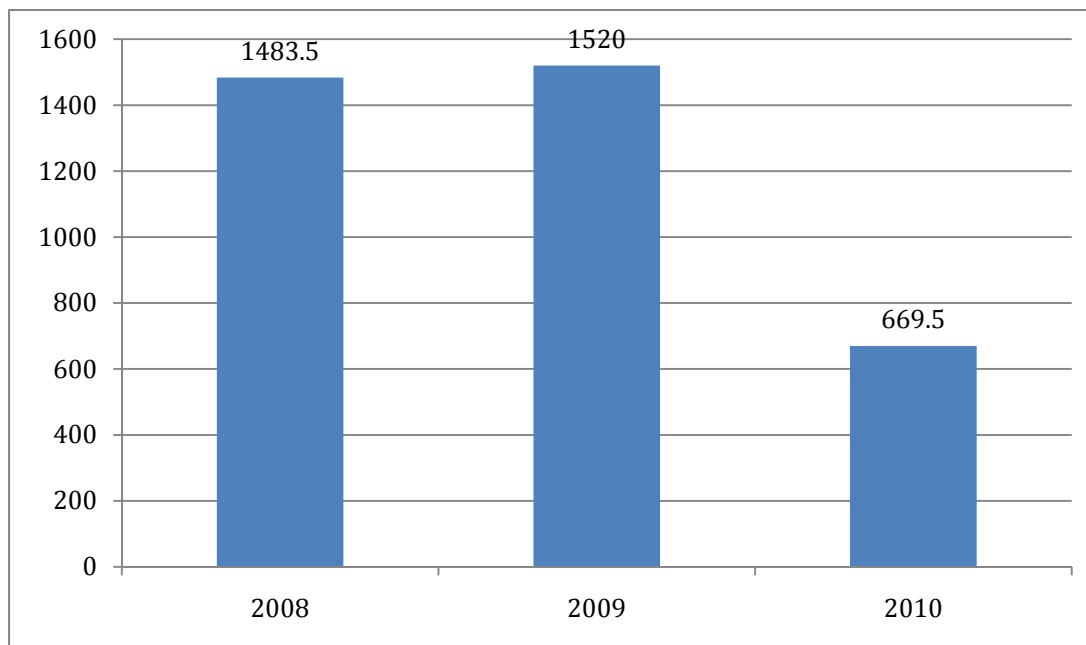
Figure 4.14*Social Studies Teacher Absences Days*

Table 4.11 shows the District's teacher absences (K – 12) by month for the 2008 – 2010 school years. In 2008 there were 42,633.5 absences, in 2009, there were 43,630 absences, and in 2010, there were 39,552.5 absences.

The results for the District indicate the months of February, April, May, October, and November consistently had the highest number of teacher absences each year from 2008-2010. The 2010 school year shows a decline in the total number of teacher absences compared to the 2008 and 2009 school years. The school year 2010 shows a decrease by 13 percent in absenteeism as compared to 2008 and 2009. School year 2009 showed an increase of 5 percent from 2008.

The 2008 school year shows February absences as (n = 5,680), April absences as (n = 5,770.5), May absences as (n = 5,791.5), October absence as (n = 5,100), November

absences as (n = 3,614), and January absences as (n = 4,995). The months with the fewest teacher absences for 2008 include March, June, July, August, September, and December. The likely reason for a lower number of absences in these months is that August and September is the return from summer break and opening for the school year, and December includes winter break and June and July have limited teacher contract days.

The 2009 school year shows February absences as (n = 5,551), April absences as (n = 5,084.5), May absences as (n = 6,011), October absences as (n = 5,476), and November absences as (4,424), and January absences as (n = 4,102.5). The months with the fewest teacher absences for 2009 include March, June, July, August, September, and December. The likely reason for a lower number of absences in these months is that August and September is the return from summer break and opening for the school year, and December includes winter break and June and July have limited teacher contract days.

The 2010 school year shows February absences as (n = 4,689.5), April absences as (n = 5,261), May absences as (n = 5,225), October absences as (n = 4,351), November absences as (n = 4,259.5), and January absences as (n = 4,329.5). The months with the fewest teacher absences for 2010 include March, June, July, August, September, and December. The likely reason for a lower number of absences in these months is that August and September is the return from summer break and opening for the school year, and December includes winter break and June and July have limited teacher contract days.

Table 4.11*All Teachers (K-12) Days of Absence 2008-2010*

| Month | 2008 Absences | 2009 Absences | 2010 Absences |
|-----------|------------------|------------------|------------------|
| January | 4995 | 4102.5 | 4329.5 |
| February | 5680 | 5551 | 4689.5 |
| March | 3809 | 3738 | 4152 |
| April | 5770.5 | 5084.5 | 5261 |
| May | 5791.5 | 6011 | 5225 |
| June | 777.5 | 919.5 | 553 |
| July | 32 | 35 | 10 |
| August | 972 | 1070 | 796 |
| September | 2430 | 4129.5 | 3371.5 |
| October | 5100 | 5476 | 4351 |
| November | 3614 | 4424 | 4259.5 |
| December | 3662 | 3089 | 2554.5 |
| | 42,633.5 | 43,630 | 39,552.5 |

Note: Teachers (K-12) Days of absence for each year 2008-2010

Table 4.12 results show the District's high school (9-12) core content areas (English, math, science, and social studies) absences by the month for the 2008 school year. The data indicates the English department took more absences than the other core areas. There were 1,552 English teacher absences, 1,319 math teacher absences, 1,096

science teacher absences, and 1,647.5 social studies teachers' absences. The data revealed the science department took fewer absences than any core area for 2008.

The District's high schools' (9 – 12) core content areas (English, math, science, and social studies) data for 2008 revealed the months that the English department had the most absences were February (n = 206.5), April (n = 209.5), and May (n = 254). The English department had the highest number of absences in May. The math department highest rate of teacher absences was February (n = 192.5). The science department highest rate of teacher absence is May (n = 186). The social studies department highest rate of teacher absence were February (n = 237.5), April (n = 260), May (n = 256.5).

Overall, teacher absenteeism for 2008 by month for the District's high school (9 – 12) core content areas (English, math, science, and social studies) resulted in 5,661 absences. The core content areas (n = 5,661) compared to the District's total high school absences (n = 11,180) is 51 percent. The high schools' core content area absences (n = 5,661) compared to the total district's K-12 of absences (n = 22,325) is 25 percent.

Table 4. 12

*2008 Teacher Absent Days Core Content High School (9-12)
(English, Math, Science, Social Studies) Absences*

| 2008 | English | Math | Science | Social Studies |
|-----------|---------|-------|---------|-------------------|
| January | 168.5 | 172 | 98.5 | 180.5 |
| February | 206.5 | 192.5 | 143.5 | 237.5 |
| March | 144.5 | 121 | 97.5 | 160 |
| April | 209.5 | 172.5 | 151 | 260 |
| May | 254 | 185 | 186 | 256.5 |
| June | 26 | 27 | 22 | 27 |
| July | N/A | N/A | N/A | N/A |
| August | 24.5 | 34 | 27.5 | 21 |
| September | 84 | 69.5 | 49 | 97 |
| October | 145.5 | 157 | 56 | 185 |
| November | 136 | 76 | 126 | 120 |
| December | 153 | 112.5 | 139 | 103 |
| Total | 1552 | 1319 | 1096 | 1,647.5 |

Table 4.13 shows the District's high school (9 – 12) core content area (English, math, science, and social studies) absences by month for the 2009 school year. The data indicates the English department took more absences than the other core areas. There were 1,527.5 English teacher absences, 1,216.5 math teacher absences, 1,122.5 science teacher absences, and 1,527 social studies teachers' absences. The data revealed the

science department took fewer absences than any core area for 2009. It should be noted that the math department did make the most improvement on reducing their absences by 9 percent from 2008 (n = 722) to 2009 (n = 681) school year.

The District's data for 2009 revealed the months for the English teachers that had the highest reported teachers absences are January (n = 164.5), February absences as (n = 246.5), May absences as (n = 248), and October absences as (n = 187). The math department highest rate of teacher absences are February (n = 128.5), April (n = 137), May (n = 233), and October (n = 142.5). The science department highest rates of teacher absence are January (n = 129.5), February (n = 165.5), April (n = 129.5), and May (n = 158). The social studies department highest rates of teacher absences are May (n = 207.5), September (n = 165.5), October (n = 193) and November (n = 159.5). The month of May was recorded high for all content areas (English, math, science and social studies) in the number of absences (n = 846.5). The math department decreased absence by 9 percent from 2008 to 2009. The science department had the lowest number of absences (n = 1122.5).

Overall, teacher absenteeism for 2009 by month for the study district's high school (9 – 12) core content area (English, math, science, and social studies) results in 5,627 absences. The core content areas absences (n = 5,627) compared to the District's high school absences (n = 11,796) is 48 percent. The study high schools' core content area absences (n = 5,627) compared to the district's days of absence (n = 23,413) is 24 percent.

Table 4.13

2009 Teacher Absent Days Core Content High School (9-12)
(English, Math, Science, Social Studies)

| Month | English | Math | Science | Social Studies |
|-----------|---------|--------|---------|----------------|
| January | 164.5 | 120.5 | 129.5 | 129 |
| February | 246.5 | 128.5 | 165.5 | 157.5 |
| March | 142.5 | 96 | 106.5 | 146.5 |
| April | 162 | 137 | 129.5 | 193 |
| May | 248 | 233 | 158 | 207.5 |
| June | 23 | 26 | 17 | 18 |
| July | N/A | N/A | N/A | N/A |
| August | 31.5 | 30 | 29 | 46 |
| September | 102 | 112 | 102 | 165.5 |
| October | 187 | 142.5 | 127 | 193 |
| November | 144.5 | 119 | 92 | 159.5 |
| December | 76 | 72 | 66.5 | 111.5 |
| Total | 1527.5 | 1216.5 | 1122.5 | 1527 |

Table 4.14 shows the District's high school (9 – 12) core content area (English, math, science, and social studies) absences by the month for the 2010 school year. The data indicates the English department took more absences than the other core areas. There were 1,629 English teacher absences, 1,089.5 math teacher absences, 1,081.5 science teacher absences, and 1,421.5 social studies teachers' absences. The data revealed the science department took fewer absences than any core area for 2010. The math department decreased teacher reported absences by 9 percent from 2009 (n = 681) to 2010 (n = 622).

The District's data for 2010 for the high school (9 – 12) core content area (English, math, science, and social studies) revealed the months for the English department that had the highest teachers absences are February (n = 228), April (n = 207), May (n = 187.5), and October (n = 209). The math department highest rate of teacher absences are January (n = 134.5), February (n = 131), May (n = 137), and September (n = 134). The science department highest rates of teacher absence are January (n = 125.5), February (n = 133), April (n = 155.5) and May (n = 163). The social studies department highest rates of teacher absences are February (n = 168), May (n = 186), October (n = 201), and November (n = 219).

Overall, teacher absenteeism for 2010 by month for the District's high school (9 – 12) core content area (English, math, science, and social studies) resulted in 2,303 days of absences. The core content areas days of absences (n = 2,303) compared to the District's high school days of absences (n = 4,231) is 54 percent. The high schools' core content area days of absence (n = 2,303) compared to the district's days of absence (n = 20,472) is 11 percent.

Table 4.14

2010 Teacher Absent Days Core Content High School (9-12)
(English, Math, Science, Social Studies)

| | English | Math | Science | Social Studies |
|-----------|---------|--------|---------|----------------|
| January | 159.5 | 134.5 | 125.5 | 152.5 |
| February | 228 | 131 | 133 | 168 |
| March | 178.5 | 108.5 | 102.5 | 124 |
| April | 207 | 106 | 155.5 | 161 |
| May | 187.5 | 137 | 163 | 186 |
| June | 14 | 8 | 10 | 2 |
| July | N/A | N/A | N/A | N/A |
| August | 45.5 | 32.5 | 40.5 | 11 |
| September | 157 | 134 | 94.5 | 106 |
| October | 209 | 128 | 97.5 | 201 |
| November | 175 | 108 | 90 | 219 |
| December | 68 | 62 | 69.5 | 91 |
| Total | 1629 | 1089.5 | 1081.5 | 1421.5 |

Note: Study high schools core content area (English, Math, Science, and Social Studies) for 2010.

Overall, for the 2008- 2010 school years, the science department took the fewest number of absences than any other core area; whereas, the English department had the most absences. The math department made the most improvement in the number of teacher reported absences by 6 percent for 2009 and 9 percent for the 2010 school year for an overall reduction of 15 percent. In 2010, there was a policy change and Reduction in Force (RIF) in the District that may have impacted the number of teacher absences in 2010. The District implemented an absence form (See Appendix E) which was completed and given to the teacher during the summative appraisal window of the PDAS calendar. The attendance report form was designed for the evaluator and the teacher to have a conversation about the absences which may have caused the sharp drop in teacher absences in 2010. The Reduction in Force (RIF) that occurred in the District in 2010 may have also lead to a sharp decrease in teacher absenteeism. Teacher reductions were made in the Spring of 2010, and in Fall of 2010 teacher absenteeism declined. Teachers may have felt fearful of losing their jobs if they were absent too much, and decided not to be absent when they otherwise might have took an absence.

Chapter Five, discusses the findings and the conclusions for this study, with implications and suggestions for future research.

Chapter Five

Discussion and Conclusions

Introduction

The purpose of this study was to analyze selected factors that affect the absenteeism of secondary public school teachers. There were three research questions: *Research Question I. What are the characteristics of why teachers are absent? Research Question II. What are the study district's financial costs associated with teacher absenteeism? Research Question III. What are the differences in teacher absenteeism by grade levels taught at the high school (9-12), and content areas?* 1,414 surveys were distributed to secondary high school teachers in a large suburban southwestern school district in the Houston area, and 441 were returned for a 31.18 percent return rate; however, only 385 completed both the demographic and survey consistently. The survey analyzed three research questions: (1) What are the characteristics of why teachers are absent? Then after data collection the survey questions were analyzed through descriptive comparison for frequency, valid percent, mean, and standard deviation. (2) What are the study district's financial costs associated with teacher absenteeism? Then after data collection the financial information provided by the District was compared to previous school years (2008- 2010). (3) What are the differences in teacher absenteeism by content areas taught at the high school grade level (9-12)? Then after data collection the archival absence data were compared with previous years (2008 -2010) and compared to different high school grade levels (9-12) and core content areas (English, math, science, and social studies). The previous chapters described the need for the study, the

background of the study, the related literature, the survey, data collection and analysis procedures, and the results of the survey. This chapter will review the current factors thought to affect teacher absenteeism, review the findings for the three research questions, discuss implications of the findings of study for school practices, limitations of the study, and implications for future research.

Research Question One

Research Question One asked: What are the characteristics of why teachers are absent? The Organizational Climate Descriptive Questionnaire (OCDQ) was administered through the on-line service surveymonkey.com to collect data regarding teachers' perceptions of school climate and leader led behavior affecting teacher absenteeism.

According to Rosenblatt and Shirom (2004), personal characteristics such as gender, number of children, age, education, and occupational characteristics such as seniority, position level and salary should be taken into when considering reasons for teacher absenteeism. The demographic variables revealed more women (71.8%) answered the survey than men (28.2%). The study district's high school teachers (n = 1,414) includes 63 percent women (n = 885) and 37 percent men (n = 529). The predominant age group that answered the on-line survey was 26-30 (14.8%) and 31-35 (16.9%) totaling 31.7 percent. Teachers with six to ten (20.5%) years and 11 to 15 (25.5%) years of experience participated. More than 67 percent of teachers in the one to five (38.9%) years at current their current campus and the six to ten (28.7%) years at their current campus participated in the on-line survey than other teachers with more years of

experience in the District. More than 83.4 percent of the respondents stated they are staying in the teaching profession for another year while 16.6 percent will not remain another year in the teaching profession. More than 73.6 percent of the respondents stated they plan on staying in teaching another two years which also indicates 26.4 percent of the respondents may leave the teaching profession within the next two years.

Empowerment and efficacy were reasons discussed by Rhodes and Ogawa (1992) as reasons to work. The researchers stated that by providing people with resources, information, and support, productivity increases and allows for a greater desire to work. Survey question 20 stated “teachers have too many committee requirements,” but the results show that the participants in the District (71.7%) did not feel they had too many committee requirements, but (28.3%) participants do believe they have too many committee requirements. Survey question 23 stated “custodial service is available when needed” and (84.1%) of the participants agreed with the statement. Survey question 16 stated “student progress reports require too much work”, and the participants findings (74.1%) indicated that progress reports do not require too much work, but the participants (25.9%) did indicate progress reports do require too much work. However, survey question 12 stated “administrative paper work is burdensome at this school.” The survey participants agreed (61.4%) that there is too much administrative paper work and it is burdensome, but (38.6%) participants’ state there is not too much administrative paper work. Survey question 15 stated “school supplies are readily available for use in class work,” and the participants (56.2%) revealed they do not have school supplies readily available for class work, but (43.8%) do agree they have enough school supplies readily

available for class work. Survey question 24 stated “routine duties interfere with the job of teaching,” and the participants (53.6%) disagreed and routine duties do interfere with the job of teaching, but 46.4% of participants do not believe routine duties interfere with the job of teaching.

The climate of the district and school can be what makes a teacher stay at their current school or district. Allowing teachers to have supplies, extra resources, and extra time to complete paper work, and support enable the teacher to perform at higher rates of productivity and efficiency leading to higher student success and teacher retention. According to Freiberg (1999), climate is the interaction between school and the classroom climate that creates the support that allow teachers and others of the school community to teach and achieve academically at the student’s optimum level. School climate is important because it is the heart and soul of the school. The study district is providing supplies and extra resources according to the survey items 15 (School supplies are readily available for use in class work) and 23 (Custodial service is available when needed) which the participants agreed was occurring in the District.

As stated by Rhodes and Ogawa (1992), providing people with resources, information, and support productivity increases and allows for a greater desire to work. Kanter (1983) stated enabling people to work by creating environments that stimulate people to act. The results from several items in the survey specifically items 15, 23, 32, and 65 revealed some of the work related areas are empowering to the participants while others are limiting the stimulus to work more productively.

Herzberg's (1966) hygiene factors account for job dissatisfaction. The factors are extrinsic to the work content and involve the relationship of the worker to the context of the work. Hygiene factors include company policy, administration, supervision, interpersonal relationships, working conditions, salary, status, and security. Hygiene factors must be met first in order to avoid job dissatisfaction.

Survey question 21 stated "there is considerable laughter when teachers gather informally." The survey participants (62.8%) revealed that they agreed there is considerable laughter when teachers gather informally, but the participants also revealed 31.8 percent disagreed with laughter is present at informal gatherings. Survey question 30 stated "teachers at this school stay by themselves." The participants in the survey revealed 80.8 percent do not stay to themselves during school, but 19.2 percent of the participants do stay to themselves. From the data results provided in these two survey items there are participants who are dissatisfied with their job.

Survey question 52 stated "the rules set by the principal are never questioned." The participants (68.2%) agreed that they never questions the rules set by the principal. Survey item 62 stated "the principal checks the subject matter ability of teachers." The survey participants (71%) agreed that the principal does check the subject matter ability of the teachers. Survey item 64 stated "teachers are informed of the results of a supervisor's visit." The participants (56%) agreed that their supervisor does inform them of the results of their visit. According to Frase (1992), it is important to know that hygiene needs must be satisfied for workers before other motivators can have a positive effect. The participants in the survey generally agreed that their hygiene needs were being

met. The subject matter ability is being checked and the results of the classroom visits are being communicated back to the teacher.

In 2010, the District declared a reduction in force (RIF) and many teachers were fearful of losing their jobs. Teacher absence for the District dropped in 2010 ($n = 39552.5$) by 9 percent from 2009 ($n = 43,630$), perhaps in part due to the RIF. The District's high schools teacher absences dropped in 2010 ($n = 4,231$) from 2009 ($n = 11,796$) by 64 percent. The largest reduction occurred in the number of days taken by the study district's high school teachers in 2010 by 64 percent from 2009 to 2010. The 2010 economy, which is in a recession, may also be a factor in teacher absenteeism. This may also help to explain a reduction in the number of absences taken by teachers from 2008 to 2010. The District implemented a policy change in 2010 that included an attendance form (See Appendix E) as part of the teacher evaluation system. The teacher and evaluator are encouraged to have a conversation with the teacher about their absences.

An important aspect of Albert Bandura's social cognitive theory related to teacher attendance is observational learning.

“Most human behavior is learned by observation through modeling. By observing others, one forms rules of behavior, and on future occasions this coded information serves as a guide for action.” (Guskey, 2006),pg. xii)

Survey item 67 stated “teachers leave the building as soon as possible at the day's end.” The participants (61.8%) indicated that teachers do not leave the building as soon as possible at the day's end. However on the other hand, it also revealed that 38.2 percent do leave at the end of the day. Survey item 56 stated “the principal is in the building

before teachers arrive.” The participants (48.5%) disagreed with the statement that the principal is in the building before teachers arrive. Survey item 37 stated “the principal stays after school to help teachers finish their work.” The participants (86.1%) disagreed with the statement and stated the principal does not stay after school to help teachers finish their work. Survey item 44 stated “teachers leave the campus during the school day.” The participants (88.9%) revealed teachers do not leave the campus during the school day, but 11.1% leave at the end of the school day. Survey item 32 stated “the principal sets an example by working hard.” The participants (72%) agreed the principal does set an example by working hard. The importance of role modeling was examined by Shapira-Lischinsky and Rosenblatt (2008) and reported as the principle affecting pupil discipline and character development. Teachers are observing and modeling behavior they are observing their leader portray and fellow colleagues.

Research Question Two

Research Question Two asked: What are the study district’s financial costs associated with teacher absenteeism? As stated by the study’s district’s superintendent (2010), teacher absenteeism disrupts the routines and relationships that support learning. He reported that a loss of quality instruction occurs when a teacher is absent and the use of substitutes takes away valuable dollars that could be spent other ways to improve student achievement.

The District reported from January - December 2010, \$4,300,000 was spent on substitute wages due to teacher absenteeism. The superintendent (2010) reported that this cost equates to approximately 40 full-time teaching positions or 80 full-time

paraprofessional positions. West (2008) stated there are direct and indirect categorical costs of teacher absenteeism such as salary for the absent employee, substitute costs and training time, teaching time, quality problems, and costs of human resources coordination of replacing the absent teacher. The District reported it spends \$10,000 per year on the computer absence management system. It also cost the district \$158,000 each year in salaries for people to manage absences and substitutes.

Just one school district spent \$4,300,000 on substitutes in 2010. According to Guadine and Saks (2001), the United States spends approximately \$40 billion per year on teacher absenteeism. Not only is teacher absenteeism affecting the budgets of districts, but the academic achievement of students they serve. According to Abeles (2009), teacher absenteeism wastes educational time which is a liability to the school and the confidence level of the organization.

Research Question Three

Research Question Three asked what are the differences in teacher absenteeism by content areas (English, math, science, and social studies) at the high school grade level (9-12)?

Factors related to personal background may impact a teachers' ability to be present at school. According to research by VandenHeuvel (1997), Rosenblatt and Shirom (2006) and Martocchio (1989), family responsibilities, age, tenure, work role, and ethnic background may strongly predict absence behavior. The District (2010) is made up of 4,691 teachers composed of 3,748 (80%) females and 943 (20%) males. The vast

majority (70%) of the teachers have 0-10 years of experience and with 76 percent having earned a bachelor's degree.

Another important factor found in the Rosenblatt and Shirom's (2004) study was the presence of an absence culture. An absence culture is the accepted norm of the school that is alright to take absences. In a study cited by Bowers (2001), Jacobson et. al (1993) discusses frequency and duration of absences that are acceptable by the set of beliefs and practices the school's staff has inadvertently adopted which prepares the pathway for an "absence culture" to develop. Workplace acceptance of high absenteeism may have a stronger effect on absences than an individual's contribution to the level of absenteeism. From looking at the data results for core content areas (English, math, science, and social studies) at the high school level (9-12), the English department has the highest absenteeism rate over all the other core area absences while, the math department has reduced the absenteeism rate the most from 2008 to 2010. The science department has the lowest overall absenteeism rate of all the core areas.

From the data provided from the study district there may be an absence culture present among the English and social studies department which could be a possible link to the high absenteeism for the English and Social studies departments of the study district. Possible connections to the presence of an absence culture for English and social studies department in particularly the months of April and May could be linked to the Texas Assessment of Knowledge and Skills (TAKS) testing, End of Course (EOC) exams, and Advanced Placement (AP) testing and teachers need a break and it is understood they deserve a break and their colleagues agree. The math department in the

study district made the most improvement in their absenteeism in 2010 and had the lowest absenteeism that could be associated with their department not participating with the presence of an absence culture.

According to Shapira-Lishchinsky (2008), frequent absence is an indicator of negative work perceptions. They examined how teachers' perceptions of school ethics in relation to the two types of absences (discretionary and non-discretionary) are related to teacher productivity and work absence. The District data revealed the months of February, April, May, October, and November as having the highest number of teacher absences for the years of 2008-2010. If you attribute the months of high absenteeism to teachers' perceptions of school ethics related to teacher productivity the following months explanation could be associated with high absenteeism. February does not have any holidays, April and May is the month for TAKS (Texas Assessment of Knowledge and Skills) and no long holiday break, October does not have any holidays and November only has a three day Thanksgiving holiday.

According to Freiberg, Prokosch, Treister, Stein, and Opuni (1989), student discipline increased during the months of October, November, February, March, and May prior to the implementation of consistency management. Consistency of lessons and discipline are not followed when the teacher is absent which often results in higher discipline referral rates. In the District, the months in 2010 which had the highest rate of teacher absences are January, February, April, May, and October, and November. The research conducted by Freiberg et al. (1989) found these same months had high discipline referral rates prior to the implementation of consistency management. The high months

of absenteeism could potentially be linked to both the students and teachers needing a break from school.

Limitations

No one study can assess all of the possible perceptions and reasons teachers take absences. The survey response rate ($n = 441$) was 31.18 percent out of high school teachers ($n = 1,414$) who took the on-line survey. A larger return rate would benefit a larger generalization for the survey use. A larger survey return rate would also increase the validity of the survey. The survey only applies to high school level for the purposes of this study, but could be utilized in an elementary or middle school setting.

The study was conducted on one public school district in Texas and one segment of the teaching population which was high school grade levels (9-12). The interpretations of the absence data were limited to high school grade levels (9-12) and core content areas (English, math, science, and social studies). This study was limited to 1,414 participants for high school data and 705 participants for core content area data desegregation. To increase the validity of the study would be to increase the number of participants and public school districts involved in the study.

The District studied was under special circumstances a Reduction in Force (RIF) in 2010, and the 2010 economy was in a recession. In the spring of 2010, the study district was releasing teachers from their job based on their Performance Development Appraisal System (PDAS) evaluation. Absenteeism reduction in attendance for teachers for 2010 might have been different if not for the RIF. A study could produce different

data if a RIF was not occurring or the economy in a recession. A different time frame could be analyzed for a more in depth study.

The financial data was limited to 2009 and 2010 data. A more in-depth financial analysis could be used for computing a longer time frame. The data for the teacher attendance reporting was by month and year, and could include days of the week if the data could have been available.

Implications for Educational Practice

Research Question One: What are the characteristics are why teachers are absent?

The examination into the perceptions of teachers has important educational implications for all teachers and educational leaders. The current study proves a valuable insight into the perceptions of teachers. The participants' responses have furthered an effort toward the education of teachers and leaders. The survey utilized in this study examined school climate and leader behavior influencing teacher absenteeism. Leader led behavior concerning proximal changes are improving paper work, fewer requirements for serving on committees, and standardizing the grading policies. A closer examination into the climate of the school and leader behavior could be explored further to alleviate teacher absenteeism.

Research Question Two: What are the study district's financial costs associated with teacher absenteeism? The financial aspect explored proves teacher absenteeism takes a lot from the school budget, and potentially impacts the academic achievement of students it tries so hard to educate. With the current budget crisis in Texas further study into the financial aspects of managing with a smaller budget is yet to be seen and how it will

effect teachers, substitutes, and students. Distal changes that could be explored are test scores, change in economic conditions, and reduction in force (RIF), and policy changes. Policy changes in ways in which teacher can use personal and sick days alter the attendance of teachers. The distal effect that could be explored is the economy and its effects on schools and school districts.

Research Question Three: What are the differences in teacher absenteeism by grade levels taught at the high school (9-12), and content areas? Further research into why teachers are more absent in certain months than others would be another angle to investigate and discover what incentives could be provided to help alleviate the strain on budgets and teachers. Policy changes (distal) combined with the proximal changes tied to evaluation may have a more dramatic affect than incentives would provide. This study serves a guide to the challenges that are yet to arrive.

The examination into the distal and proximal changes that affect the school could be explored. The distal effects that could be explored in further research are policy changes, reduction in force (RIF), and evaluations. Further research into why teachers are absent in certain months and investigate what policy changes could be provided to help alleviate the strain on budgets and teachers. The examination into the distal and proximal changes that affect the school could be explored.

Ideas for proximal changes could be improving paper work, fewer requirements for serving on committees, and standardizing the grading policies. Distal changes that could be explored are test scores, change in economic conditions, and reduction in force (RIF), and policy changes. Does attendance associated with a teacher evaluation affect the way a

teacher utilizes their days? Does reduction in force (RIF) alter a way teacher chooses to be absent or not? After a RIF has occurred do the following years affect teacher attendance? Policy changes in ways in which teacher can use personal and sick days alter the attendance of teachers. The distal effect that could be explored is the economy and its effects on schools and school districts.

Conclusion

Overall, this study advances the educational community's understanding of teacher absenteeism. While other studies have explored the struggles and frustrations of teachers, this study is unique in that it asks teachers to rate the degree to which they perceive certain aspects of their job. The findings provide insight into the extent to which teachers perceive challenges in their role as teachers which provides insight into why they may choose to be absent from school. This insight allows districts and administrators to consider ways to eliminate the need for teachers to choose to be away from their classrooms. Given the multiple responsibilities and complex nature of the job of an educator, researchers will, no doubt, endeavor to explore the intricacies that define and challenge educational leaders through further investigation.

The study advances the educational community's understandings of the financial implications teacher absenteeism places on students, budgets, and resources. The findings provide insight into the extent that money spent on substitutes could be used for other purposes such as materials and additional teaching positions. The administrative support that is put into place to support absences could be supporting teachers in the classroom and aiding with parents and community projects.

The study advances the educational community's knowledge and understandings of teacher absenteeism by core content areas (English, math, science, and social studies) in the high school (9-12). The study explored district wide teacher absences by month and by year, and compared the results to the years preceding and proceeding the school years. The findings provide insight into the extent that teachers are absent and high months of absenteeism occur in January, February, April, May, and October. The study also causes to wonder if there might be an absence culture by core content area in the high school level according to the month. Teacher absenteeism causes a strain on students, schools, and school districts. Through more educational study maybe incentives for teacher attendance can be explored for ways to reduce teacher absenteeism.

Administrators could reduce teacher absenteeism through proximal changes by reducing paper work and standardizing grading policies. Distal changes could be addressed such as reduction in force (RIF), policy changes, and the economy. Policy changes (distal) combined with the proximal changes tied to evaluation may have a more dramatic than incentives would provide.

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APPENDIX A
TEACHER ABSENTEEISM SURVEY

Teacher Absenteeism

1. Doctoral Disseration Thesis

I, Patricia Holloway, employee of Fort Bend ISD, and student at the University of Houston, Main Campus ask for your participation in an on-line survey about characteristics and perceptions of teacher absenteeism, and how school climate and culture play a role in teacher absenteeism at the secondary level. The on-line survey is part of a project necessary for me to complete my doctoral thesis. The survey is voluntary, and you do not have to participate. If you would like to participate in the survey it will take 25 minutes or less to complete. The survey results are anonymous.

Thank you for your participation.

Please select the answer for each of the following items in this next section by selecting the response which best indicates how often the situation described in the item occurs.

Teacher Absenteeism

2. Teacher Absenteeism

1. Teacher's closest friends are other faculty members at this school.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

2. The mannerisms of teachers at this school are annoying.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

3. Teachers spend time after school with students who have individual problems.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

4. Instructions for the operation of teaching aids are available.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

5. Teachers invite other faculty to visit them at home.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

Teacher Absenteeism

6. There is a minority group of teachers who oppose the majority.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

7. Extra books are available for classroom use.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

8. Sufficient time is given to prepare administrative reports.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

9. Teachers know the family background of other faculty members.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

10. Teachers exert group pressure on non-conforming faculty members.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism**3. Teacher Absenteeism**

11. In faculty meetings, there is a feeling of "let's get things done."

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

12. Administrative paper work is burdensome at this school.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

13. Teachers talk about their personal life to other faculty members.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

14. Teachers seek special favors from the principal.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

15. School supplies are readily available for use in class work.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism

16. Student progress reports require too much work.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

17. Teachers have fun socializing together during school time.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

18. Teachers interrupt other faculty members who are talking in staff meetings.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

19. Most of the teachers here accept the faults of their colleagues.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

20. Teachers have too many committee requirements.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism**4. Teacher Absenteeism**

21. There is considerable laughter when teachers gather informally.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

22. Teachers ask nonsensical questions in faculty meetings.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

23. Custodial service is available when needed.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

24. Routine duties interfere with the job of teaching.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

25. Teachers prepare administrative reports by themselves.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism

26. Teachers ramble when they talk in faculty meetings.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

27. Teachers at this school show much school spirit.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

28. The principal goes out of the way to help teachers.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

29. The principal helps teachers solve personal problems.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

30. Teachers at this school stay by themselves.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism**5. Teacher Absenteeism**

31. The teachers accomplish their work with great enthusiasm, vigor, and pleasure.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

32. The principal sets an example by working hard.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

33. The principal does personal favors for teachers.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

34. Teachers eat lunch by themselves in their own classrooms.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

35. The morale of the teachers is high.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

Teacher Absenteeism

36. The principal uses constructive criticism.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

37. The principal stays after school to help teachers finish their work.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

38. Teachers socialize together in small select groups.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

39. The principal makes all class-scheduling decisions.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

40. Teachers are contacted by the principal each day.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

Teacher Absenteeism**6. Teacher Absenteeism**

41. The principal is well prepared when speaking at school functions.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

42. The principal helps staff members settle minor differences.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

43. The principal schedules the work for the teachers.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

44. Teachers leave the campus during the school day.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

45. The principal criticizes a specific act rather than a staff member.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism

46. Teachers help select which courses will be taught.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

47. The principal corrects teachers mistakes.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

48. The principal talks a great deal.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

49. The principal explains the reasons for criticism to teachers.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

50. The principal tries to get better salaries for teachers.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism**7. Teacher Absenteeism**

51. Extra duty for teachers is posted conspicuously.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

52. The rules set by the principal are never questioned.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

53. The principal looks out for the personal welfare of teachers.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

54. School secretarial service is available for teachers use.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

55. The principal runs the faculty meeting like a business.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

Teacher Absenteeism

56. The principal is in the building before teachers arrive.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

57. Teachers work together preparing administrative reports.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

58. Faculty meetings are organized according to a tight agenda.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

59. Faculty meetings are mainly principal report meetings.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

60. The principal tells teachers of new ideas they have run across.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

Teacher Absenteeism**8. Teacher Absenteeism****61. Teachers talk about leaving the school system.**

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

62. The principal checks the subject matter ability of teachers.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

63. The principal is easy to understand.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

64. Teachers are informed of the results of a supervisor's visit.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

65. Grading practices are standardized at this school.

- Rarely Occurs
 Sometimes Occurs
 Often Occurs
 Very Frequently Occurs

Teacher Absenteeism

66. The principal insures that teachers work to their full capacity.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

67. Teachers leave the building as soon as possible at the day's end.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

68. The principal clarifies wrong ideas a teacher may have.

- Rarely Occurs
- Sometimes Occurs
- Often Occurs
- Very Frequently Occurs

Teacher Absenteeism**9. Teacher Demographics****69. Teacher's gender**

- Male
 Female

70. Teacher's present age

- 20-25
 26-30
 31-35
 36-40
 41-45
 46-50
 51-55
 56-60
 61-65
 66+

71. Teacher's years of experience

- 1-5
 6-10
 11-15
 16-20
 21-25
 25-30
 31-35

Teacher Absenteeism**72. Teacher's Number of years in the district**

- 1-5
- 5-10
- 11-15
- 16-20
- 21-25
- 26-30
- 30+

73. Teacher's number of years at their current campus

- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 30+

74. Teacher's level of education

- Bachelor's degree
- Bachelor's degree + additional college hours
- Master's degree
- Master's degree + additional college hours
- Doctoral degree
- Doctoral degree + additional college hours

Teacher Absenteeism**10. Intent to leave the teaching field****75. Teacher's next year plans to remain in the teaching profession**

- Definitely will not remain in teaching
- Probably will not remain in teaching
- My plans are uncertain
- Probably will remain in teaching
- Definitely will remain in teaching

76. Teacher's plans two years later to remain in the teaching profession.

- Definitely will not remain in teaching
- Probably will not remain in teaching
- My plans are uncertain
- Probably will remain in teaching
- Definitely will remain in teaching

77. Teacher's plans five years later to remain in the teaching profession.

- Definitely will not remain in teaching
- Probably will not remain in teaching
- My plans are uncertain
- Probably will remain in teaching
- Definitely will remain in teaching

APPENDIX B

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

**U N I V E R S I T Y of H O U S T O N**

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

November 8, 2010

Ms. Patricia Holloway
c/o Dr. H. Jerome Freiberg
Curriculum and Instruction

Dear Ms. Holloway:

Based upon your request for exempt status, an administrative review of your research proposal entitled "Teacher Absenteeism" was conducted on November 8, 2010.

In accordance with institutional guidelines, your project is exempt under **category 2**.

As long as you continue using procedures described in this project, you do not have to reapply for review.* Any modification of this approved protocol will require review and approval by the Committee.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,

A handwritten signature in black ink that reads "Enrique Valdez, Jr." with a stylized flourish at the end.

Enrique Valdez, Jr.
Director, Research Compliance

*Approvals for exempt protocols will be valid for 5 years beyond the approval date. Approval for this project will expire **November 1, 2011**. If the project is completed prior to this date, a final report should be filed to close the protocol. If the project will continue after this date, you will need to reapply for approval if you wish to avoid an interruption of your data collection.

Protocol Number: 11116-EX

APPENDIX C

FORT BEND INDEPENDENT SCHOOL DISTRICT APPROVAL

**Fort Bend Independent School District**

Department of Accountability and Program Evaluation

Nov. 1, 2010

Ms. Patricia Holloway
Assistant Principal
Stephen F. Austin High School

Dear Ms. Holloway,

Your research application titled **"Teacher Absenteeism" (Application 2010-22)** has been approved by Fort Bend ISD. You have the district approval to conduct your research at all Fort Bend ISD high schools from Nov. 2010 to May 2011. However, please note that our staff members are under no obligation to participate in the study even though your application has been approved by the district.

When you complete your research, please submit the Data Collection Completion Notification Form (available on the FBISD research website) and share with us your findings (in summary format).

Good luck with your research efforts! If you have any question, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Yuping Anselm". The signature is written in a cursive style with a large initial "Y".


Yuping Anselm, Ph.D.
Coordinator of Research and Program Evaluation
Fort Bend Independent School District

Cc: Dr. Jan Moore, Director of Accountability and Program Evaluation

Fort Bend Independent School District
3119 Sweetwater Blvd. Sugar Land, Texas 77479 • Phone: 281-634-1296 • Fax: 281-634-1532
yuping.anselm@fortbend.k12.tx.us

APPENDIX D

DR. LEE A MCELROY APPROVAL TO USE SURVEY

 You forwarded this message on 9/20/2010 6:58 AM.

Holloway, Patricia

From: McElroy, Lee A [LMcElroy@uamail.albany.edu] **Sent:** Sun 9/19/2010 12:42 PM
To: Holloway, Patricia
Cc:
Subject: RE: Doctoral Candidate at University of Houston -- permission to use
Attachments:

Patricia

You have my permission to use my survey instrument—Organizational Climate Description and Job Description Index which I employed in my 1984 Doctoral Dissertation at the University.

Good luck and continued success with your research.

Best regards

Lee

From: Holloway, Patricia [mailto:Patricia.Holloway@fortbend.k12.tx.us]
Sent: Saturday, September 18, 2010 5:24 PM
To: McElroy, Lee A
Subject: Doctoral Candidate at University of Houston -- permission to use

Dr. McElroy

My name is Patricia Holloway, and I am a doctoral candidate at the University of Houston. My study is on teacher absenteeism and the financial implications on district finances with incentive suggestions for attendance. I came across your study that you completed for your doctoral degree in 1984 "An analysis of the relationships among control variables, organizational climate, job satisfaction, teacher absenteeism, and teacher turnover in the secondary public school".

I am writing to you to obtain permission to use your survey instrument--Organizational Climate Description Questionnaire and Job Descriptive Index. I would like to use the one you developed since it has proven validity and reliability. The survey will be administered electronically through a survey software program. Please let me know if it is acceptable to use your survey. I will definitely cite your study and survey as to give you proper credit. It would be honor to be able to utilize your study.

Congratulations on your recent appointment in February, 2010, to the United States Sports Academy's Board of Trustees.

APPENDIX E
EMPLOYEE ANNUAL ATTENDANCE SUMMARY



Annual Employee Attendance Summary for 2010-11

Employee Name _____ Supervisor _____ Date _____

Campus/Dept. _____ Assignment/Grade _____

| | |
|---|-------------------------------------|
| Number of Days Absent in 2010-11 _____ | Comments/Extenuating Circumstances: |
| Absences Excluded for Attendance Review: <ul style="list-style-type: none"> • Military Duty • Jury Duty • Non Duty • School Business • Workers' Compensation • Family Medical Leave • Religious Holidays (as defined in FBISD 2010-11 calendar; limited to two days for exclusion) • Other: _____ | Areas to Address: _____ |

- Important points for consideration regarding this form and employee attendance:
- The purpose of this form is to improve employee attendance. A substitute cannot do the job of a full-time employee.
 - This form is to be used as a point of discussion between supervisor and employee.
 - This form is to be completed the last two weeks of the employee's work calendar.

Signature of Supervisor: _____ Date _____

My supervisor has given me a copy of this Annual Attendance Summary.

Signature of Employee: _____ Date _____

